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ABSTRACT

This resource book consists of lessons and resource materials designed to assist teachers in conducting group and individual activities to help students develop pre-employment career skills. Provided first are instructional units addressing the following topics: self-appraisal (interests, attitudes, and aptitudes; goal setting and decision making; and values clarification); job search (pre-employment skills, resumes, job applications, and employment interviews); and job success (employer and employee expectations, getting along on the job, promotion and career ladders, and job termination). Each unit contains a series of lessons, each of which include some or all of the following: objectives, suggestions for classroom presentation, and exercises. The fourth chapter contains various resources, including a bibliography, discussion questions and answers, and student handouts. Concluding the guide are 20 transparency masters. (MN)

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Student Pre-Employment Career Skills

(Opening the Door to Employment)

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STUDENT PRE-EMPLOYMENT CAREER SKILLS

"SPECS"

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
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FORWARD

Effective Job Training programs go beyond the teaching of entry-level skills for employment. Students in occupational training courses need to acquire the basic skills involved in finding, obtaining, and retaining a job. The purpose of Student Pre-Employment Career Skills (SPECS), is to provide the classroom activities and teaching suggestions that will help the occupational student acquire these basic skills.

Three areas of instruction along with a fourth area entitled Resources make up this source book. The three instructional units, Self-Appraisal, Job Search, and Job Success Units are designed to assist students in developing poise and self-confidence along with the skills and techniques for pre-employment. This training should be an integral part of the total job training curriculum. The combination of positive student work attitudes, effective decision making and skillful job search methods, will enhance the job seeker's opportunities not only for that initial job placement but in the transfer or advancement from one job to another.

A great deal of thought was given to the selection of materials to be used in SPECS. In general, the lessons and suggestions are from a combination of sources including original ROP teacher materials, job search manuals, responses from business and industries within Riverside County and counselor initiated job search units. In addition to this source book, video tapes on "job specific" interviewing techniques are available to compliment Unit II. Together, it is hoped that the lessons and suggestions presented in this source book will provide the teacher with functional materials as well as realistic activities for the beginning job hunter.

USE OF THIS PUBLICATION

The lessons included in this resource book will be useful to teachers in conducting both individual and group activities. It is recommended that the teacher review each unit and select those lessons and activities that fit both the need of the students and the teaching style of the teacher.

The sequence of lessons in this book is intentionally designed to be flexible. Each unit is based on a general theme, such as Unit I, Self-Appraisal. From there the unit is divided into areas which are further separated into specific lessons containing Purposes and Directions. As a helpful reminder, each lesson is identified by the Unit and Area as noted in the upper left-hand corner of the page. At the beginning of each Area is a list of lessons followed by suggestions for classroom presentations.

The teacher may find that some lessons will complement or supplement lessons from other units. For example, a lesson used in Unit I may work effectively as a supplement to a lesson in Unit III. Although suggestions have been made, it will be up to the individual teacher to determine what would be appropriate.

Overall, the Units, Areas and Lessons are designed to be used in any job training area (banking, retail, medical, welding, restaurant, etc.). Job specific references are incorporated in the Resource Section. These references are direct comments and information obtained from employers in business and industry on what they are looking for during an interview and the specific questions they ask of a prospective employee.

ACKNOWLEDGMENT

This manual could not have been prepared or developed without the input from a great number of people which included ROP Instructors, local Riverside County Employers, ROP Guidance Counselors, and the ROP Management Staff. Funding for this project was provided through a grant from the Job Training Partnership Act (JTPA).

Although it would be impossible to list all those who contributed to this project, I would like to specifically acknowledge and thank: Olivia Jaramillo, whose input and guidance enabled me to format and visualize many concepts and ideas for the manual, and for her time in compiling and editing the rough draft. Gayle Van Voorhis, for her editing of the rough draft and for development of the material in Unit II Job Search. Rick Collins, for the development of the material in Unit I Self Appraisal. Rich Russell, for the development of the material in Unit III Job Success. The ROP Counselors on the Project Design Committee who acted as a sounding board for many of the concepts found within the manual. The ROP secretaries, Alicia Mauricio, Michele Gonzales and Sherry Sanchez for their time and effort in typing the rough draft and final transcript. Don Marshall for the graphic art and typesetting in the manual and Joanna Mersereau for the cover design.

I would also like to thank Thomas Kurtz, Director, Regional Occupational Program, Greg Linklater and Richard Russell, Project Coordinators, for their support and direction given to the development of this project and for the opportunity to design and compile this resource manual for the ROP teachers.

Joseph Shaw
Project Specialist
Regional Occupational Program
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UNIT I

SELF-APPRAISAL — INTRODUCTION

Planning ahead or planning for the future, requires some serious thinking. For students to know where they would like to be, say, five, ten, or fifteen years from now, they will need to know more about themselves today. For example, what do they like to do, what can they do, and what are their strengths or weaknesses. Finding out these answers may or may not present any surprises, but in their self-search, students will have taken the first important step towards self-appraisal. Students will begin to discover how their interests, attitudes, aptitudes, and values affect the choices they make in so many areas including the selection of friends, life styles, and career paths.

The lessons in this unit can help students better understand how their attitudes, aptitudes, and life values relate to the choices they will make in entering the world of work.

UNIT I: SELF APPRAISAL

AREA A: INTERESTS, ATTITUDES AND APTITUDES (SELF APPRAISAL)

1. PINPOINTING YOUR INTERESTS
2. YOUR ATTITUDES AND WORKING WITH OTHERS
3. YOUR IDEAL JOB
4. REVIEWING YOUR APTITUDES AND INTERESTS
5. SELF ANALYSIS
6. PERSONAL APPRAISAL

AREA B: GOAL SETTING AND DECISION MAKING

1. HOW DO YOU SPEND YOUR TIME
2. DECISION MAKING INFLUENCES
3. LIFE PLAN CHART
4. PERSONAL NEEDS AND DECISION MAKING
5. YOUR WORK ENVIRONMENT

AREA C: VALUE CLARIFICATION

1. RATING YOUR VALUES
2. THE WORK ENVIRONMENT
3. FORCED VALUE CHOICES

UNIT I

SELF APPRAISAL

AREA A: INTERESTS, ATTITUDES, APTITUDES AND SELF APPRAISAL

OBJECTIVE: TO IDENTIFY AND UNDERSTAND THE RELATIONSHIP BETWEEN THE STUDENTS' INTERESTS, ATTITUDES, AND APTITUDES RELATING TO OCCUPATIONAL PREPARATION AND CHOICES.

LESSONS:

1. PINPOINTING YOUR INTERESTS
2. YOUR ATTITUDE AND WORKING WITH OTHERS
3. YOUR IDEAL JOB
4. REVIEWING YOUR APTITUDES AND INTERESTS
5. SELF-ANALYSIS
6. PERSONAL APPRAISAL

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Provide examples to help students use their past experiences so that they can give, develop and understand information about themselves.
2. Use materials to reinforce teacher presentation on the relationship of "INTERESTS, ATTITUDES, APTITUDES, AND SELF APPRAISAL" to occupational choices and preparation.
3. Provide individual worksheets to assist students in identifying their interests and attitudes.
4. Use of materials for small or large group discussions.
5. Teacher will be a resource to provide direction and guidance during individual or group activities.
6. Transparencies 1, 2, 3 and 4 can be used to supplement Lesson number 2.

Unit: I
Area: A

LESSON 1: PINPOINTING YOUR INTERESTS

PURPOSE: TO EXPLORE AND EXPAND INTERESTS.

DIRECTIONS: HAVE STUDENTS FILL IN REQUIRED INFORMATION ON WORKSHEETS. INITIATE A GROUP DISCUSSION ON HOW STUDENTS ARRIVED AT THEIR STATEMENTS.

1. What do you do for personal enjoyment?

   1. _____
   2. _____
   3. _____

2. What have been your favorite or most interesting classes in school? (Do not consider the grades you received; consider only if the classes were interesting to you.)

   1. _____
   2. _____
   3. _____

3. What things have you always wanted to do, but never had a chance to try?

   1. _____
   2. _____
   3. _____

4. What areas or subjects (not necessarily school subjects) would you like to know about?

   1. _____
   2. _____
   3. _____

5. What things have you tried, but gave up on because you felt you could never be good at them?

   1. _____
   2. _____
   3. _____

UNIT: I
AREA: A

LESSON 2: YOUR ATTITUDE IN WORKING WITH OTHERS

DIRECTIONS: CHECK THE CATEGORIES WHICH APPLY TO YOU, THEN DISCUSS WHY THESE CHOICES WERE MADE.

I Want To . . .	**Sample Occupations**
___ Influence the attitudes, ideas of others	Politician Sales Person Public Relations
___ Gather information from people, by talking with them	Reporter Writer Research Investigator
___ Help people with their personal problems	Counselor Social Worker
___ Instruct, mentor other people	Teacher
___ Supervise others in their work	Supervisor Office Manager
___ Manage the work of others, be responsible for their output, even though not in direct contact with them	City Manager Business Excecutive
___ Make decisions affecting others	School Administrator
___ Confront others, present them with difficult decisions	Credit Collector Lawyer
___ Investigate people, through contact with other people	Detective Credit Investigator
___ Provide service to others	Travel Agent Cafeteria Manager Insurance Agent Social Security Rep.
___ Mediate between contending parties	Labor Negotiator
___ Organize others, bring people together	Community Organizer Community Leader Business Executive
___ Socialize with people on a regular basis	Diplomat (foreign service) Entertainer
___ Understand people and study their behavior	Psychologist Film Maker Criminologist

UNIT: I
AREA: A

LESSON 3: YOUR IDEAL JOB

PURPOSE: TO EXPLORE THE IDEAL JOB FOR YOU.

DIRECTIONS: INTRODUCE LESSON BY EXPLAINING THE FOLLOWING EXERCISE TO STUDENTS. IF YOU COULD HAVE ANY JOB YOU WANT FIVE YEARS FROM NOW, WHAT WOULD IT BE LIKE? SUPPOSE YOU COULD WORK ANYWHERE AND DO ANYTHING YOU WANT. IMAGINE WHAT YOU WOULD BE DOING, WHERE YOU WOULD WORK, AND WHAT KINDS OF SATISFACTIONS YOU WOULD LIKE TO GET FROM YOUR JOB. THEN, ANSWER THE FOLLOWING QUESTIONS.

QUESTIONS ABOUT YOUR IDEAL JOB

1. What would you be doing?
2. Where would you work?
3. Who would be your employer?
4. How much money would you earn?
5. What would you be wearing?
6. How would you look while working?
7. What kinds of efforts would you put into your job?
8. How would you feel about your co-workers?
9. What would you like most about your job?
10. In what ways would you be working with other people?
11. What would you be accomplishing in your job?
12. Why would your job be important to others?
13. What would you like least about your job?

UNIT: I
AREA: A

LESSON 4: REVIEWING YOUR APTITUDES AND INTERESTS

PURPOSE: TO ASSIST STUDENTS IN CORRELATING THEIR APTITUDES AND INTERESTS WITH POSSIBLE OCCUPATIONS.

DIRECTIONS: THIS ACTIVITY WILL HELP YOU SEE HOW YOUR APTITUDES AND INTERESTS MATCH WITH VARIOUS OCCUPATIONS. COMPLETE THE EXERCISE BELOW. PLACE A CHECK MARK NEXT TO THE JOB APTITUDES YOU HAVE.

MY APTITUDES

	Aptitudes	Examples
___ 1.	Understanding words and ideas. Being able to use language well.	writer, secretary, teacher, lawyer
___ 2.	Ability to work with numbers quickly and accurately	cashier, bookkeeper
___ 3.	Ability to move fingers quickly and accurately	typist, hair stylist, dentist, key punch operator
____4.	Have general learning ability (easy to learn new things)	teacher, lawyer, doctor, engineer
____5.	Ability to work with hands	mechanic, stock clerk, nurse, aide, bricklayer
____6.	Ability to move hands, feet, and body easily and skillfully	truck driver, carpenter, nurse, aide, service station worker, factory worker, orderly
____7.	Ability to see mistakes	secretary, clerk, reporter
____8.	Ability to see color differences	painter, artist, florist
____9.	Have physical strength	construction worker, farmer, shipping room worker
___10.	Ability to act quickly	assembly line worker, police officer, fire fighter

MY INTERESTS

Interests	Examples
____ 1. Indoor work	factory worker, office worker, cook
____2. Outdoor work	forester, construction worker
____3. Working with tools and machinery	auto mechanic, carpenter, painter, sewing specialist
____4. Working with numbers	accountant, store clerk, bank teller
____5. Discovering new facts	chemist, doctor researcher
____6. Dealing with people	sales clerk, waiter/waitress, social worker
____7. Creating art with hands	painter, florist, hair stylist
____8. Reading and writing	author, reporter, editor, store clerk
____9. Music	actor, singer, worker in music store
___10. Helping people	nurse aide, doctor, paramedic, teacher, social worker

Unit: 1
Area: A

LESSON 5: SELF ANALYSIS

PURPOSE: TO EXPLORE ONE'S STRENGTHS AND WEAKNESSES.

DIRECTIONS: STUDENTS WILL ANSWER QUESTIONS 1-7, THEN HOLD GROUP DISCUSSIONS TO EVALUATE THEIR ANSWERS.

1. What are my major personal strengths?
2. What are my personal areas that need improvement?
3. What are my personal limitations?
4. What am I now doing that gives me the greatest sense of personal satisfaction and sense of accomplishment?
5. What am I doing that gives me the least amount of personal satisfaction and sense of accomplishment?
6. What aspects of a job would I enjoy the least?
7. What aspects of a job would I enjoy the most?

STRENGTHS	WEAKNESSES
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

I LIKE	I DISLIKE
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

MY MODEL JOB(S)

1. _____
2. _____
3. _____

UNIT: I
AREA: A

LESSON 6: PERSONAL APPRAISAL BASED ON ONE'S OWN EXPERIENCE.

DIRECTIONS: HAVE STUDENTS FILL OUT WORKSHEETS, THEN DISCUSS HOW THEY ARRIVED AT THEIR ANSWERS.

1. What things or activities have I done successfully in my life?

_____

_____

_____

2. What things have I been commended for doing well?

_____

_____

_____

3. What things do I really like to do?

_____

_____

_____

4. What jobs have I done? When and where?

_____

_____

_____

5. What tools or equipment, machinery can I operate?

_____

_____

_____

6. What things or situations do I dislike?

_____

_____

_____

7. What have previous employers/teachers criticized me for?

_____

_____

_____

8. What kind of a job do I want?

_____

_____

_____

UNIT I

SELF APPRAISAL

AREA B: GOAL SETTING AND DECISION MAKING

OBJECTIVE: TO ENABLE STUDENTS TO UNDERSTAND AND APPLY DECISION MAKING PROCESSES TO EVERYDAY SITUATIONS AND OCCUPATIONAL PREPARATION AND CHOICES.

LESSONS:

1. HOW DO YOU SPEND YOUR TIME
2. DECISION MAKING INFLUENCES
3. LIFE PLAN CHART
4. PERSONAL NEEDS AND DECISION MAKING
5. YOUR WORK ENVIRONMENT

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Provide examples to help students use their past experiences so that they can give, develop and understand information about themselves.
2. Use materials to reinforce teacher presentation on the relationship of goal "GOAL SETTING AND DECISION MAKING" to occupational choices and preparation.
3. Provide individual worksheets to assist students in identifying their interests and attitudes.
4. Use of materials for small or large group discussions.
5. Teacher will be a resource to provide direction and guidance during individual or group activities.

UNIT: I
AREA: B

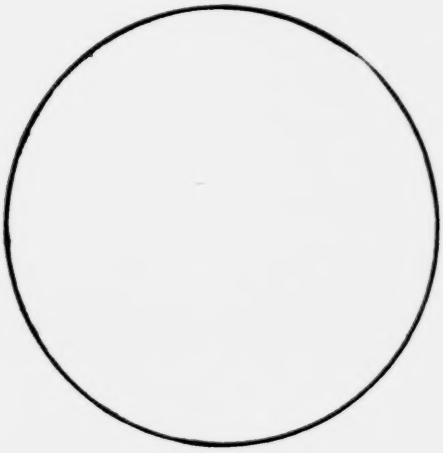
LESSON: 1 HOW DO YOU SPEND YOUR TIME?

PURPOSE: TO DEMONSTRATE THE USE OF TIME

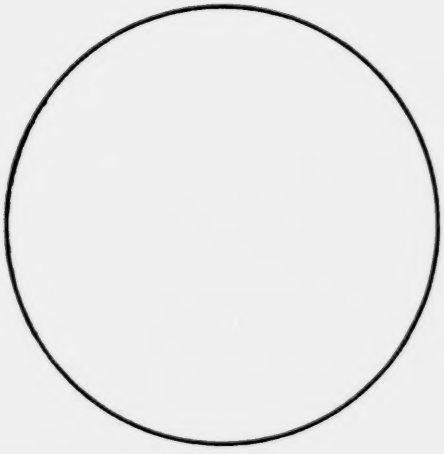
DIRECTIONS: Help your students become aware that they have choices in the way they plan their daily routine. Help them realize that even while completing their responsibilities, they can still plan time for some personally satisfying activities. (You could use "pies" representing free time or weekend activities.) Instruct your students to draw two separate circles, "pies". You could demonstrate your "pie" on the chalkboard.

ACTIVITY

1. Divide this pie into wedges, to represent how you spend your time, i.e., eating, sleeping, watching T.V., working, studying, loafing, playing, etc.



2. Divide this pie into wedges to plan for more personal satisfaction in your daily routine.

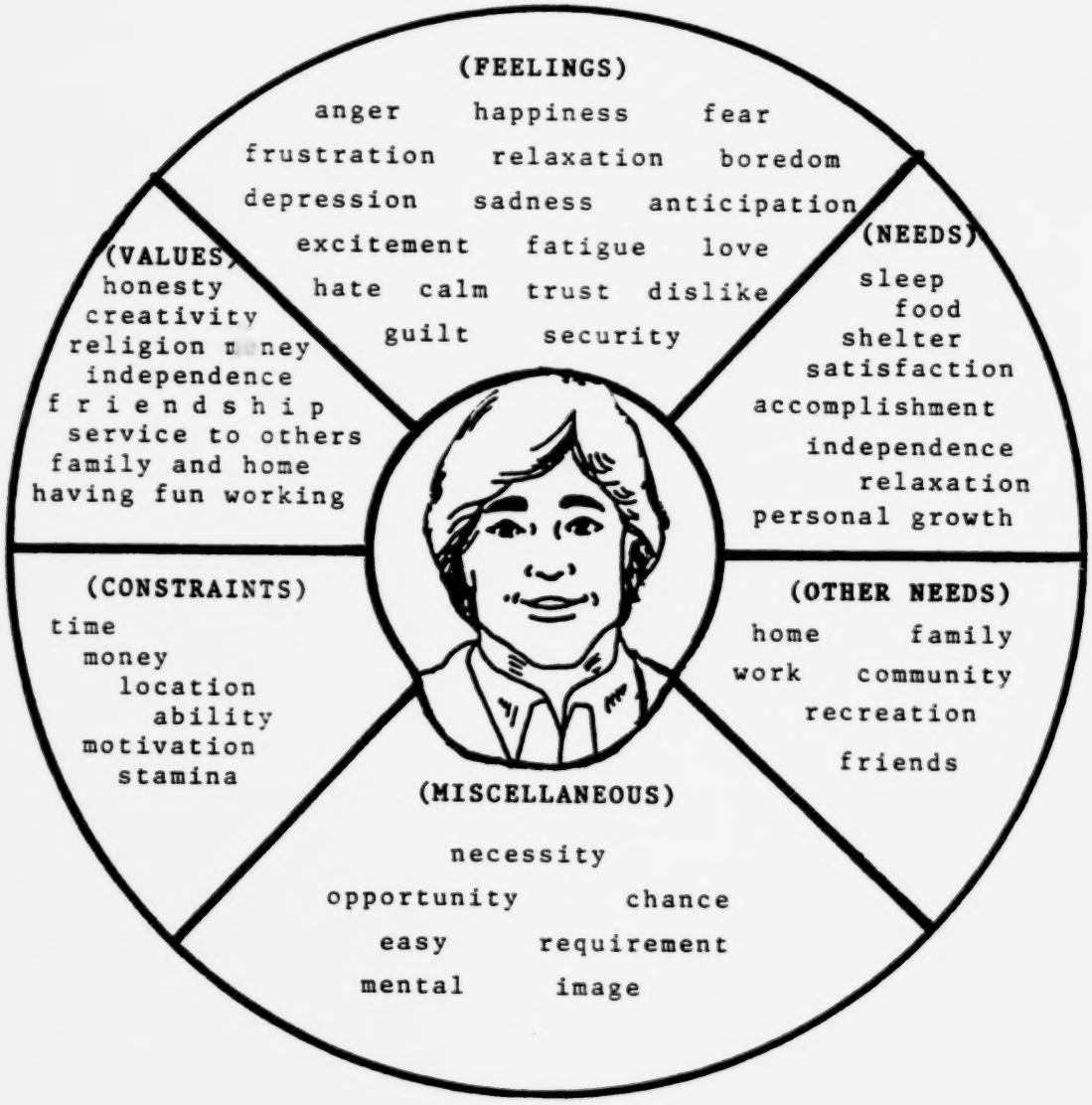


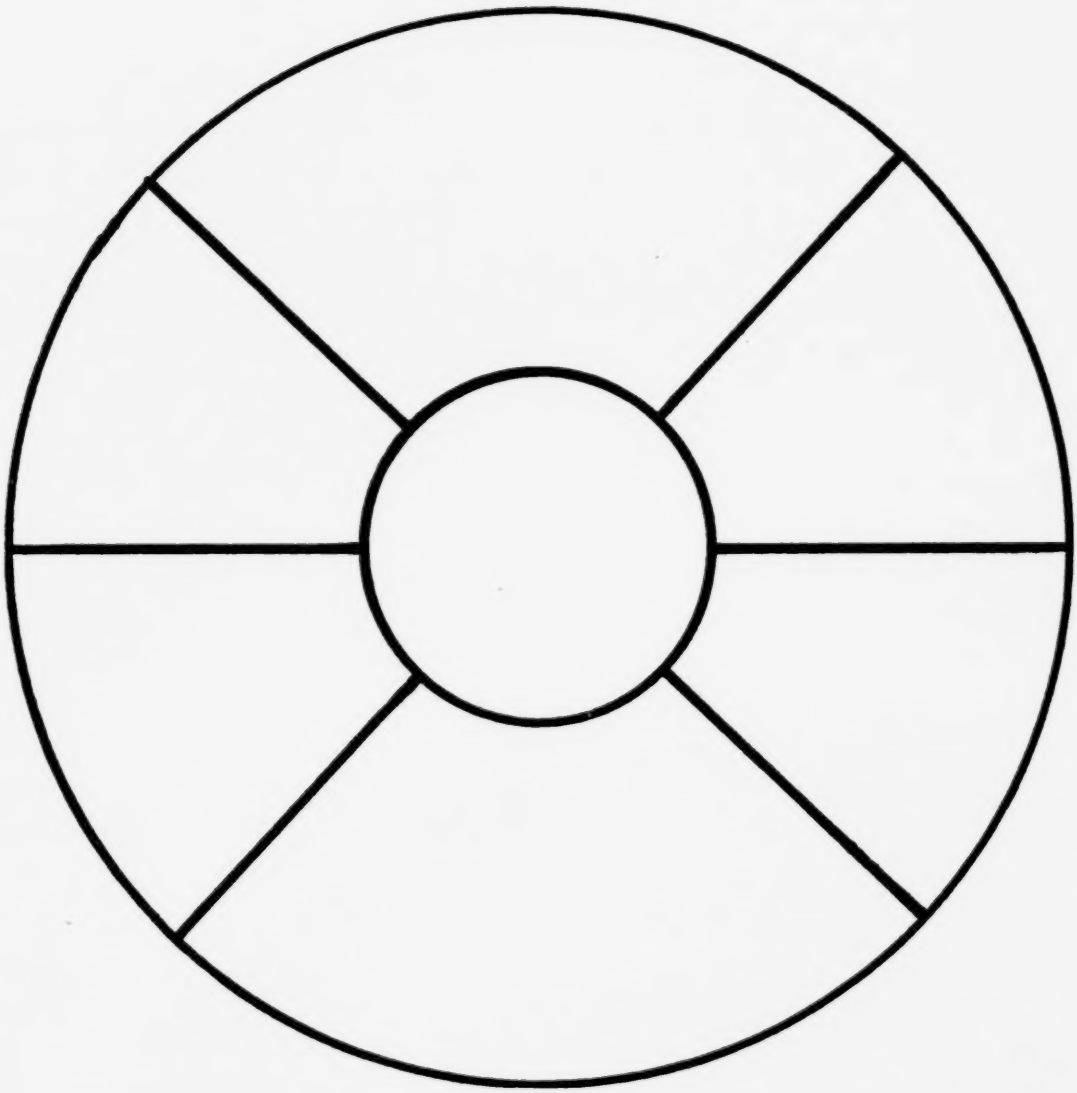
UNIT: 1
AREA: B

LESSON: 2 DECISION-MAKING INFLUENCES

PURPOSE: TO REVIEW DECISION-MAKING INFLUENCES

DIRECTIONS: This can be used as an overhead or class handout to facilitate class discussion on decision-making influences. Encourage students to add other influences to the worksheet that is provided.





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UNIT: I
AREA: B

LESSON 3: LIFE PLAN CHART

PURPOSE: TO DEMONSTRATE CAREER AND LIFE PLANNING CONCEPT.

DIRECTIONS: TEACHERS SHOULD EXPLAIN WHY WE NEED TO DEVISE A LIFE PLAN IF WE WANT TO BE SUCCESSFUL IN OUR CAREERS AND EVERYDAY LIVES. STUDENT WORKSHEET WILL ENABLE THEM TO BEGIN THINKING ABOUT THEIR LIFE PLANS AND SEE A STRUCTURE AVENUE OF PLANNING.

	In A Year	For 5 Years	For 20 Years	For Life
For my career				
For my education				
For my financial situation				
For my family and living situation				
For my relationships with others				

UNIT: I
AREA: B

LESSON 4: PERSONAL NEEDS AND DECISION MAKING

PURPOSE: TO RECOGNIZE PERSONAL NEEDS IN RELATIONSHIP TO CAREER CHOICE AND JOB SATISFACTION.

DIRECTIONS: HERE ARE TWELVE COMMON PERSONAL NEEDS THAT HAVE BEEN IDENTIFIED WITH CAREER CHOICE AND JOB SATISFACTION. LIST IN ORDER AS THEY SEEM IMPORTANT TO YOU THE TWELVE COMMON PERSONAL NEEDS THAT HAVE BEEN IDENTIFIED WITH CAREER CHOICE AND JOB SATISFACTION. HAVE STUDENTS SHARE THEIR CHOICES IN CLASS. THEN DISCUSS WHY THEY MADE THESE CHOICES.

Recognition and praise	1. _____
Mastery and achievement	2. _____
A sense of belonging	3. _____
Control and direct others	4. _____
Desire to help and serve	5. _____
Self-expression	6. _____
Income level	7. _____
Personal values	8. _____
Dependence on others	9. _____
Creativity and challenge	10. _____
Steady income	11. _____
Independent	12. _____

COMPLETE THE FOLLOWING SENTENCES:

I would be happy if I could choose a job that would _____

_____

I would be happy if I _____

_____

Some jobs that I believe I would be happy with are _____

_____

UNIT: 1
AREA: B

LESSON 5: YOUR WORK ENVIRONMENT

PURPOSE: TO EXPLORE THE WORKING CONDITIONS (SOUNDS, SMELLS, SIGHTS, HUMIDITY AND TEMPERATURE) THAT AFFECTS WORKERS.

DIRECTIONS: HOW DO YOU FEEL ABOUT WORKING IN THE FOLLOWING ENVIRONMENT? GIVE ADDITIONAL JOB EXAMPLES FOR EACH.

Inside, outside, or both (maintenance person)

Extremes of cold/plus temperature changes (ski instructor)

Extremes of heat/plus temperature changes (steelworker)

Wet and humid (plumber)

Hazards (police officer)

Noise and vibrations (machinist)

Fumes, odors, toxic conditions, dust and poor ventilation (firefighter)

UNIT I

SELF-APPRAISAL

AREA C: VALUE CLARIFICATION

OBJECTIVE: STUDENTS WILL BE ABLE TO IDENTIFY INDIVIDUAL VALUES AND HOW THEY RELATE TO OCCUPATIONAL PREPARATION AND CHOICES.

LESSONS:

1. RATING YOUR VALUES
2. YOUR VALUES AND THE WORK ENVIRONMENT
3. FORCED CHOICE VALUES

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Provide examples to help students use their past experiences so that they can give, develop and understand information about themselves.

2. Use materials to reinforce teacher presentation on the relationship of "VALUE CLARIFICATION" to occupational choices and preparation.

3. Provide individual worksheets to assist students in identifying their interests and attitudes.

4. Use of materials for small or large group discussions.

5. Teacher will be a resource to provide direction and guidance during individual or group activities.

UNIT: I
AREA: C

LESSON 1: RATING YOUR VALUES

PURPOSE: TO UNDERSTAND THE BASIC VALUES THAT HUMAN BEINGS SEEM TO SHARE.

DIRECTIONS: RANK EACH COLUMN OF VALUES BY YOUR PRIORITY, NUMBER 1 HIGHEST, NUMBER 18 LOWEST.

I Conditions of Life, or Goals

___ A comfortable life
___ An exciting life
___ A sense of accomplishment
___ A world at peace
___ A world of beauty
___ Equality
___ Family security
___ Freedom
___ Happiness
___ Inner harmony
___ Mature love
___ National security
___ Salvation
___ Self-respect
___ Social recognition (approval)
___ True friendship
___ Wisdom

II Behaviors

___ Ambitious
___ Broadminded
___ Capable
___ Cheerful
___ Clean
___ Courageous
___ Forgiving
___ Helpful
___ Honest
___ Imaginative
___ Independent
___ Pleasure
___ Loving
___ Obedient
___ Polite
___ Responsible
___ Self-controlled

UNIT: I
AREA: C

LESSON 2: YOUR VALUES AND THE WORK ENVIRONMENT

PURPOSE: TO BRING TO FOCUS THE INGREDIENTS OF A REWARDING CAREER.

DIRECTIONS: PLACE ONE CHECK MARK ON EACH LINE TO SHOW THE DEGREE OF IMPORTANCE YOU ATTACH TO THESE WORK FACTORS. ADD ANY OTHER ASPECTS OF WORKING THAT OCCUR TO YOU AND EVALUATE THEIR IMPORTANCE IN THE SAME WAY. (This lesson can be supplemented by Unit I, Area B, Lesson 5.)

Reward	Most Essential				Least Essential
	1	2	3	4	5
Pleasant working condition					
Financial independence and comfort					
Good relationship with fellow workers					
Secure job					
Opportunity to work with others					
Opportunity to help others					
Chance to run my own show					
Opportunity to supervise others					
Be well respected professionally					
Continuous challenge in work					
Continuous change in work activities					

UNIT: I
AREA: C

LESSON 3: FORCED CHOICE VALUES

PURPOSE: TO ASSESS STUDENT VALUES.

DIRECTIONS: Circle one of the two choices in each pair. You must choose one even though they seem to have approximately the same importance to you. To determine your value ranking, count similar choices and record the number of times circled on the last page of this lesson. Rank your value choices from highest to lowest.

1 To be reasonably sure about the future for myself and my family
12 To do things well

3 To have people think well of me
5 To have as much freedom as possible to do the things I want to do

11 To have as many good things as possible
12 To do things well

6 To do new and different things often
11 To have as many good things as possible

7 To have friends
10 To have things neat, orderly, and organized

6 To do new and different things often
8 To arrange a family atmosphere that makes for satisfying family living

3 To have people think well of me
9 To do what is right according to my beliefs

8 To arrange a family atmosphere that makes for satisfying family living
10 To have things neat, orderly, and organized

4 To do things for my family and others
11 To have as many good things as possible

10 To have things neat, orderly, and organized
12 To do things well

2 To have influence with people
11 To have as many good things as possible

4 To do things for my family and others
10 To have things neat, orderly, and organized

1 To be reasonably sure about the future for my self and my family
5 To have as much freedom as possible to do the things I want to do

Unit: I
Area: C
Lesson: 3

3 To have people think well of me
6 To do new and different things often

5 To have as much freedom as possible to do the things I want to do
7 To have friends

10 To have things neat, orderly, and organized
11 To have as many good things as possible

2 To have influence with people
4 To do things for my family and others

8 To arrange a family atmosphere that makes for satisfying family living
9 To do what is right according to my beliefs

8 To arrange a family atmosphere that makes for satisfying family living
12 To do things well

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Unit: I
Area: C
Lesson: 3

7 To have friends
8 To arrange a family atmosphere that makes for satisfying family living

5 To have as much freedom as possible to do the things I want to do
12 To do things well

3 To have people think well of me
11 To have as many good things as possible

6 To do new and different things often
12 To do things well

1 To be reasonably sure about the future for myself and my family
10 To have things neat, orderly, and organized

3 To have people think well of me
8 To arrange a family atmosphere that makes for satisfying family living

5 To have as much freedom as possible to do the things I want to do
6 To do new and different things often

6 To do new and different things often
10 To have things neat, orderly, and organized

4 To do things for my family and others
6 To do new and different things often

2 To have influence with people
5 To have as much freedom as possible to do the things I want to do

4 To do things for my family and others
8 To arrange a family atmosphere that makes for satisfying family living

5 To have as much freedom as possible to do the things I want to do
10 To have things neat, orderly, and organized

7 To have friends
9 To do what is right according to my beliefs

1 To be reasonably sure about the future for myself and my family
11 To have as many good things as possible

3 To have people thing well of me
10 To have things neat, orderly, and organized

2 To have influence with people
8 To arrange a family atmosphere that makes for satisfying family living

3 To have people think well of me
4 To do things for my family and others

Unit: I
Area: C
Lesson: 3

2 To have influence with people
6 To do new and different things often

2 To have influence with people
10 To have things neat, orderly, and organized

6 To do new and different things often
9 To do what is right according to my beliefs

1 To be reasonably sure about the future for myself and my family
6 To do new and different things often

3 To have people think well of me
7 To have friends

7 To have friends
11 To have as many good things as possible

2 To do things for my family and others
9 To do what is right according to my beliefs

4 To do things for my family and others
9 To do what is right according to my beliefs

5 To have as much freedom as possible to do the things I want to do
11 To have as many good things as possible

1 To be reasonably sure about the future for myself and my family
4 To do things fo my family and others

1 To be reasonably sure about the future for myself and my family
7 To have friends

3 To have people think well of me
12 To have friends

1 To be reasonably sure about the future for myself and my family
3 To have people think well of me

5 To have as much freedom as possible to do the things I want to do
9 To what is right according to my beliefs

1 To be reasonably sure about the future for myself and my family
9 To do what is right according to my beliefs

7 To have friends
12 To do things well

Unit: I
Area: C
Lesson: 3

Count and Record Number of Times Circled			Values	Rank
___	1.	To be reasonably sure about the future for myself and my family	SECURITY	___
___	2.	To have influence with people	POWER	___
___	3.	To have people think well of me	PRESTIGE	___
___	4.	To do things for my family and others	SOCIAL	___
___	5.	To have as much freedom as possible	FREEDOM	___
___	6.	To do new and different things often	ADVENTURE	___
___	7.	To have friends	FRIENDSHIP	___
___	8.	To arrange for a family atmosphere that makes for satisfying family living	FAMILY LIFE	___
___	9.	To do what is right according to my beliefs	RELIGION	___
___	10.	To have things neat, orderly, and organized	ORDERLINESS	___
___	11.	To have as many good things as possible	WEALTH	___
___	12.	To do things well	PERFECTION	___

UNIT II

JOB SEARCH — INTRODUCTION

Starting off to find a job can seem like a complex and continuing task at first. However, with good planning and following some basic rules, the new job hunter can succeed. Preparing to go out job hunting can be made less confusing by knowing where to look, how to look, when to look, and what to ask. The activities in this unit will provide opportunities for the beginning job hunter to write a resume, complete job applications, practice an interview situation and prepare telephone and/or letter follow-ups. These lessons are designed to provide practical and realistic activities for developing basic pre-employment skills.

UNIT II: JOB SEARCH

AREA A: PRE-EMPLOYMENT SKILLS

1. SOCIAL SECURITY
2. OCCUPATIONAL CANVASSING AND EXPLORATION
3. WHERE TO LOOK FOR JOB OPENINGS
4. CLASSIFIED ADS AND THEIR ABBREVIATION
5. EMPLOYMENT AGENCIES
6. TELEPHONE SKILLS

AREA B: RESUME

1. THE RESUME - WHAT IT IS AND HOW IT WORKS
2. RESUMES
3. RESUMES - SAMPLES AND WORKSHEETS
4. RESUME COVER LETTER

AREA C: APPLICATION

1. LETTER OF APPLICATION
2. HOW TO GET AND COMPLETE AN APPLICATION
3. SAMPLE APPLICATIONS

AREA D: PREPARING FOR THE INTERVIEW

1. PREPARING FOR THE INTERVIEW
2. LACK OF . . . CAN BLOW AN INTERVIEW
3. GROOMING
4. LET'S LOOK AT A TYPICAL INTERVIEW
5. WHY EMPLOYERS DON'T HIRE
6. AN EMPLOYER TELLS IT LIKE IT IS

AREA E: DURING THE INTERVIEW

1. INTERVIEWING FOR THE JOB
2. HOW TO BEST PRESENT YOURSELF AT AN INTERVIEW
3. COMMON INTERVIEW QUESTIONS
4. SIMULATED INTERVIEWS
5. BASIC INTERVIEW TIPS
6. INTERVIEW EVALUATION FORMS

AREA F: FOLLOWING-UP THE INTERVIEW

1. FOLLOWING-UP THE INTERVIEW
2. FOLLOW-UP -- CALLS, VISITS, AND LETTERS

UNIT II:

JOB SEARCH

AREA A: PRE-EMPLOYMENT SKILLS

OBJECTIVES: STUDENTS WILL BE ABLE TO OBTAIN A SOCIAL SECURITY CARD AND BE ABLE TO LOCATE, CANVASS, AND FOLLOW THROUGH ON JOB SOURCES WITH LOCAL EMPLOYERS.

LESSONS:

1. SOCIAL SECURITY
2. OCCUPATIONAL CANVASSING AND EXPLORATION
3. WHERE TO LOOK FOR JOB OPENINGS
4. CLASSIFIED ADS
5. EMPLOYMENT AGENCIES
6. TELEPHONE SKILLS

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Provide individual worksheets to assist students in development of "PRE-EMPLOYMENT SKILLS".
2. Use of materials for small or large group discussions.
3. Teacher will be a resource to provide direction and guidance during individual or group activities.
4. Transparencies 5, 6, and 7 can be used for these lessons; number 5 for Lesson 3, number 6 and 7 for Lesson 6.

UNIT: II
AREA: A

LESSON 1: SOCIAL SECURITY

PURPOSE: TO HELP STUDENTS UNDERSTAND WHAT SOCIAL SECURITY IS, AND WHAT IT MEANS TO THEM.

DIRECTIONS: INITIATE CLASS DISCUSSION ON WHAT SOCIAL SECURITY IS, HOW IT WORKS, ETC.

Social Security is a kind of an insurance. It helps protect you and your family. Today, social security protects young workers and their families as well as retired workers in the following ways:

Disability - You may get very sick or injured and not be able to work for a long period of time. If you qualify, you will get a check each month from Social Security.

Survivors - You may die at an early age. If you are covered by social security, your family will receive benefits each month.

Retirement - When you get to be 62 years of age or older, you may stop working. Social Security will send a check each month.

Medicare - When you are 65, medicare can help pay your hospital and doctor bills. Some disabled persons under 65 years of age also are covered by Medicare.

YOUR SOCIAL SECURITY NUMBER

Social security checks for you and your family in the future will be based on the record of earnings kept for you during your working lifetime under the number shown on your social security card.

Other people may have the same name you have, but your social security number is yours alone. It singles out your social security record from some 200 million others.

Here's how it works

If you work as an employee your employer deducts your share of the social security contribution from your wages. Your employer adds a matching amount as his or her share and sends a report of the wages you have earned to the Internal Revenue Service. The report shows your name and social security number and how much you earned.

If you work for yourself in your own business, you pay your own social security contributions and make your own report. You do this when you file your Federal income tax return.

Your reported wages or self-employment earnings are entered on your social security record. This record will someday be used to figure the amount of benefits payable to you and your family when you retire or become disabled, or to your family if you should die.

Keep the stub showing your social security number with your other important papers in some safe place. If you lose your card, take the stub to any social security office. You will get a duplicate card with the same number.

If you change your name - through marriage, for example, ask for a duplicate card. You will get another card with your new name but the same number.

If you ever find you have more than one social security number, get in touch with any social security office promptly. Someone there will help you correct your records so that you get full credit for all the earnings reported to you.

Any Federal, State, or local agency that asks for your social security number must tell you whether giving it is mandatory or voluntary, under what authority the number is being requested, and what uses will be made of it.

Unless you are already getting social security checks, there is no need to tell us when you change your address. But you should contact any social security office immediately if you:

*Lose your card-to get a duplicate card.
*Change your name-to get a card in your new name.
*Are unable to work because of a severe disability expected to last 12 months or more--to ask about disability checks and possible vocational rehabilitation services.
*Are 62 or older-to ask about retirement checks.
*Are within 2 or 3 months of 65, even if you don't plan to retire to to sign up for Medicare.

USING YOUR SOCIAL SECURITY CARD

Your social security number is the key to assuring that your earnings are accurately entered on your record throughout your working years.

Take your card with you when you get a new job, and make sure that your employer copies your name and number correctly.

*Whenever you have a question about social security. Tell your family to inquire about survivor benefits in the event of your death, regardlesss of your age.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

Form Approved
OMB No. (illegible)

FORM SS-5 — APPLICATION FOR A SOCIAL SECURITY NUMBER CARD (Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422-103(b))

INSTRUCTIONS TO APPLICANT ▶ Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAA — NAME TO BE SHOWN ON CARD: First | Middle | Last

NAB 1 — FULL NAME AT BIRTH (IF OTHER THAN ABOVE): First | Middle | Last

ONA — OTHER NAME(S) USED

STT 2 — MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.)

CTY — CITY | STE — STATE | ZIP — ZIP CODE

CSP 3 — CITIZENSHIP (Check one only)
- ☐ a. U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other (See instructions on Page 2)

SEX 4
- ☐ MALE
- ☐ FEMALE

ETB 5 — RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a. Asian, Asian-American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- ☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c. Negro or Black (not Hispanic)
- ☐ d. Northern American Indian or Alaskan Native
- ☐ e. White (not Hispanic)

DOB 6 — DATE OF BIRTH ▶ MONTH | DAY | YEAR

AGE 7 — PRESENT AGE

PLB 8 — PLACE OF BIRTH ▶ CITY | STATE OR FOREIGN COUNTRY | FC

MNA 9 — MOTHER'S NAME AT HER BIRTH: First | Middle | Last (Her maiden name)

FNA — FATHER'S NAME: First | Middle | Last

PNO 10
- a. Has a Social Security number card ever been requested for the person listed in item 1? ☐ YES(2) ☐ NO(1) ☐ Don't know(1) If yes, when: MONTH | YEAR
- b. Was a card received for the person listed in item 1? ☐ YES(3) ☐ NO(1) ☐ Don't know(1) **If you checked yes to a or b, complete items c through e; otherwise go to item 11.**

SSN
- c. Enter Social Security number assigned to the person listed in item 1. ☐☐☐-☐☐-☐☐☐☐

NLC
- d. Enter the name shown on the most recent Social Security card issued for the person listed in item 1

PDB
- e. Date of birth correction (See instruction 10 on page 2) ▶ MONTH | DAY | YEAR

DON 11 — TODAY'S DATE ▶ MONTH | DAY | YEAR

12 — Telephone number where we can reach you during the day. Please include the area code. ▶ HOME | OTHER

ASC — **WARNING: Deliberately furnishing (or causing to be furnished) false information on this application is a crime punishable by fine or imprisonment, or both.**

13 — YOUR SIGNATURE

14 — YOUR RELATIONSHIP TO PERSON IN ITEM 1
☐ Self ☐ Other (Specify) _____

WITNESS (Needed only if signed by mark "X")

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

SSN ASSIGNED ☐☐☐-☐☐-☐☐☐☐

DTC — SSA RECEIPT DATE

NPN

DOC | NTC | CAN | BIC

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

DATE

TYPE(S) OF EVIDENCE SUBMITTED

IDN

☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

ITV

DATE

DCL

Form SS-5 (1-84) Destroy prior editions

BEST COPY AVAILABLE

UNIT: II
Area: A

LESSON 2: OCCUPATIONAL CANVASSING AND EXPLORATION

PURPOSE: CANVASSING EMPLOYERS CAN HELP YOU TO EXPLORE OCCUPATIONS WITH PEOPLE WHO ARE ACTUALLY DOING THE WORK. PERSONAL CONTACTS AND FIELD RESEARCH WILL (1) ENABLE YOU TO UNCOVER AND DETERMINE THE BEST CAREER OPPORTUNITIES AVAILABLE; (2) MAKE YOU MORE FAMILIAR WITH A PARTICULAR INDUSTRY; (3) GIVE YOU A COMPETITIVE EDGE OVER OTHERS WHO ARE NOT AS FOCUSED AS YOU; AND ABOVE ALL, (4) INCREASE YOUR SELF-CONFIDENCE.

DIRECTIONS: STUDENTS WILL GATHER INFORMATION FROM PERSONAL CONTACT, THEN ASK SUGGESTED KEY QUESTIONS. WRITE DOWN ANSWERS AND TURN IN FOR EVALUATION. AS YOU THINK OF OTHER QUESTIONS, ADD THEM TO THE LIST. IT IS IMPORTANT TO TEST YOUR IDEAS ABOUT AN OCCUPATION WITH PEOPLE WHO ARE ACTUALLY DOING THE WORK. FINDING OUT THAT AN OCCUPATION IS NOT RIGHT FOR YOU IS JUST AS VALUABLE AS FINDING ONE THAT IS!

1. What training/education is required?
2. What skills are required in your job?
3. What do you do in a typical day?
4. What do you like/dislike about your job?
5. What is the best way to get into your field?
6. What is the earning potential?
7. What type of personality fits well into this field?
8. What is the turnover rate in your industry?
9. Who else can you suggest that I talk to in order to:
   a. learn more about the job?
   b. apply for a job?
   c. make more contacts?
10. How do you think I would fit into this field?
11. What professional publications do you suggest I read?

Unit: II
Area: A

LESSON 3: WHERE TO LOOK FOR JOB OPENINGS

PURPOSE: STUDENTS WILL KNOW AT LEAST EIGHT SOURCES WHERE THEY CAN GO TO OBTAIN LEADS FOR A JOB.

DIRECTIONS: ASK THE STUDENTS IF THEY KNOW OF ANY JOB OPENINGS IN THE AREA. IF ANY STUDENT DOES KNOW OF AN OPENING, THE INSTRUCTOR WILL WRITE THE OPENING ON THE BOARD. CONTINUE TO ASK EACH STUDENT UNTIL THEY HAVE ALL HAD AN OPPORTUNITY TO LIST THE JOBS THEY KNOW ARE AVAILABLE.

THE INSTRUCTOR WILL THEN ASK THE STUDENTS HOW THEY WOULD GO ABOUT FINDING A JOB OPENING, WRITE STUDENTS SUGGESTIONS ON THE BOARD.

DISCUSS THAT THERE ARE MANY WAYS TO FIND OUT ABOUT JOB OPENINGS. WHEN SOMEONE TELLS YOU ABOUT A JOB OPENING, THAT'S CALLED A JOB LEAD. READ AND THEN DISCUSS THE FOLLOWING TEXT ON JOB SOURCES.

JOB SOURCES
WHERE TO LOOK FOR JOB OPENINGS

Employee - you, the worker
Employer - the person you work for
Personnel Office - is usually in charge of hiring workers.

1. Newspaper - (Sunday and Wednesday or Thursday editions are usually best). Please see handout on how to use the classified ads as a job hunting tool. (Beware! Only 5% of the available jobs are advertised in the newspaper).

2. Yellow pages of the telephone book - for local businesses you are interested in. Example: For a job as a car painter you could look under Automobile Body Repair and Painting, Paint, Painting and Car or Automobile Washing and Polishing.

   Friends and Relatives - 80% of jobs are found by asking friends and relatives if they know of any openings. Spread the word that you are job hunting!

4. Government offices - 29 Palms Marine Base, Norton Air Force and March Field Bases have personnel offices for people who are not in the service.

5. Federal Personnel Office - for Civil Service Jobs. 845 So. Figueroa Street, 3rd Floor, Los Angeles, CA 90017. A tape recorded listing of job openings can be heard by calling (213) 894-3360. The local State Employment Development Department Offices also have the Federal list of openings.

6. Past employers may know of a job opening either with their business or a friend's.

7. Career Guidance & Job Placement Centers - such as your local community colleges, Riverside City College, Mt. San Jacinto Community College, College of the Desert, Palo Verde Community College, high schools and the Regional Occupational Program (ROP), (714) 788-6516.

8. Chamber of Commerce, T.V., Newspaper and Radio - news of new businesses in the area.

9. County Personnel Office - 4080 Lemon Street, Riverside, 787-6125. They usually offer a telephone recording of the new job openings each week. It is best to go there or call on Mondays or Tuesdays of each week. Indio Office, 47-336 Oasis Street, 92201, (619) 342-1568.

10. State of California Employment (also called EDD or Employment Development Department).

11. College, City and County Schools Personnel Offices - check on job openings with them and to look at their job bulletin boards. You usually do not have to be a student to look at their bulletin boards.

12. Bulletin Boards - at grocery stores, schools, community centers, etc.

13. "Pound the Pavement" - which means walking into a business and talking with them about employment opportunities.

14. YMCA or YWCA - they offer a variety of work experiences for young people and volunteers of all ages.

15. Volunteer and part-time work sometimes leads to full-time, paid work.

16. "Help Wanted" - displays in windows.

UNIT: II
AREA: C

LESSON 4: CLASSIFIED ADS & THEIR ABBREVIATIONS

PURPOSE: TO HELP STUDENTS UNDERSTAND THE USE OF CLASSIFIED ADS IN SEARCHING FOR A JOB.

DIRECTIONS: STUDY THE WANT-AD ABBREVIATIONS AND THE WORDS THEY REPRESENT. KNOWING THEM IS ANOTHER KEY IN READING WANT-ADS AND GETTING A JOB. NEXT, SELECT THREE ACTIVITIES FROM THE WORKSHEET - "CLASSIFIED ADS - A JOB HUNTING TOOL" TO COMPLETE IN CLASS.

WANT-AD WORDS AND THEIR ABBREVIATIONS

adv.	advertising
aft.	after
agcy.	agency
a.m.	morning
appt.	appointment
asst.	assistant
bgn.	begin or beginning
bldg.	building
bus.	business
clk.	clerk
co.	company
coll.	college
comm.	commission
const.	construction
corp.	corporation
dept.	department
dir.	director
elec.	electric
empl.	employment
eqpt.	equipment
etc.	and so on
eves.	evenings
exp.	experience
ext.	extension
fcty.	factory
ftr.	future
gd.	good
gen.	general
grad.	graduate
hosp.	hospital
hqtrs.	headquarters
hr.	hour
hrly.	hourly
H.S.	high school
hvy.	heavy
incl.	including
ind.	industrial
jr.	junior
lic.	license
lt.	light
mach.	machine
maint.	maintenance
manuf.	manufacturing
mech.	mechanic
med.	medical
mgr.	manager
mo.	month
nec.	necessary
off.	office
op., oper.	operate/operator
oppty.	opportunity
pd.	paid
p.m.	afternoon/evening
pref.	prefer
pt.	part or part-time
P.O. Box	Post Office Box
refs.	references
rm.	room
sal.	salary
secy.	secretary
sh.	shorthand
sm.	some
sr.	senior
stk.	stock
temp.	temporary
trnee.	trainee
typ.	typing/typist
U-W	Underwriter
wk.	week/work
wkr.	worker
wpm.	words per minute
yr.	year
5 D	5 days

UNIT: II
AREA: A
LESSON: 4

CLASSIFIED ADS - A JOB-HUNTING TOOL

1. Locate the job section of the newspaper. Look under "Classified Ads" for job openings. Then locate three different jobs and write them down.

2. Now that you have turned to the advertising section, look at the "Classified Ads" index. The ads in large newspapers are usually also numbered with an index to help you locate your job interest faster. (Jobs offered part-time, #2507).

3. The occupations are in alphabetical order - find a job opening in banking, maintenance, and sales, and describe any required qualifications.

4. There are probably several job titles you can look under for the same general type of job, i.e., to find a part-time secretarial position you could look under: secretary, receptionist, part-time, office, clerical, clerk typist, credit clerk, bookkeeper, customer service, stenographer, personnel, hospital, insurance, dental receptionist, real estate, medical, legal, general, executive secretary, executive business assistant, file clerk, girl Friday. Find two different sets of jobs that are similar, but found in different areas of the Help Wanted Ads.

5. There is also a section listing, "School, Training".

6. Sometimes the ads are for other job-seekers, like you, who advertise their skills. These are usually in the "Jobs Wanted" section.

7. An ad that only gives a post office box number (instead of the company's name, address, and/or phone number) is called a "blind ad". Can you locate a "blind ad".

8. To save on space and money many of the words used in ads are abbreviated (shortened). Some examples are:

guar.	- guarantee
nec.	- necessary
bkkpr.	- bookkeeper
gen. off. sec.	- general office secretary
xlnt.	- excellent

Find four different abbreviations and write the word it represents.

UNIT: II
AREA: A

LESSON 5: EMPLOYMENT AGENCIES

PURPOSE: STUDENTS WILL LEARN HOW EMPLOYMENT AGENCIES SAVE TIME, AND ABOUT THE COST PAID FOR THIS SERVICE. STUDENTS WILL UNDERSTAND PORTIONS OF AN EMPLOYMENT AGENCY CONTRACT AND HOW IMPORTANT IT IS TO KNOW WHAT YOU ARE SIGNING.

DIRECTIONS: CLASS DISCUSSION AND STUDENT WORKSHEET.

READ AND STUDY THE CONTRACT. THEN, ANSWER THE QUESTIONS RELATING TO THE EMPLOYMENT AGENCY CONTRACT.

An employment agency can:

SAVE YOU TIME: By arranging interviews for you with prospective employers.

SAVE YOU ENERGY: By avoiding useless trips and phone calls for jobs you are not qualified for or interested in.

SAVE YOU MONEY: By shortening period of unemployment and informing employer of your fair salary value.

SAVE YOU PRIDE: By arranging interviews for you with employers who are interested in your abilities and skills.

However, an agency charges a fee for this service and you may be required to pay all or a part of this fee. Make sure you are aware of all the terms of an agreement before signing a contract. A reputable agency will explain its terms to you so you are adequately informed.

Be honest with the agency.

Cooperate fully with the agency.

Do not accept oral agreements which are not in the contract.

Read the contract and understand their provisions before signing. Keep a copy of everything you sign.

Be sure you understand the fee schedule and always request a receipt for any fee paid.

Check on the reputation of an agency with your teacher.

SCHEDULE OF FEES

PERMANENT POSITIONS: (Lasting more than 90 days)

GROSS YEARLY INCOME RATE	APPROXIMATE % OF GROSS MONTHLY EARNINGS	% OF GROSS ANNUAL EARNINGS
Up to $2500	49%	4.1%
$2501 - 3600	60%	5.0%
3601 - 4500	65%	5.4%
4501 - 6000	70%	5.8%
6001 - 9000	75%	6.3%
9001 -10500	80%	6.7%
10501 -11999	85%	7.0%

GROSS EARNINGS OVER $12,000 CALCULATED AT 10% OF THE YEARLY INCOME OR 12% OF THE MONTHLY INCOME.

TEMPORARY POSITIONS: 90 days or less on the job and terminated through no fault of your own. The fee for temporary positions is 1/90th of the permanent fee for each calendar day employed.

ALL FEES ARE TAX DEDUCTABLE ALL FEES CALCULATED AT 4 1/3 WEEKS PER MONTH

PAYMENT OF PLACEMENT FEES: If paid semi-monthly, I shall pay one-half of the total fee on the first pay day and the other one-half on the second pay day. If I am paid monthly, the full amount is due out of the first pay check. I also agree to pay any and all collection fees, costs, and a reasonable attorney's fee in the event of suit.

COMMISIONS: If the earnings are based in full or in part on a commission, bonus, drawing account or combination thereof, the fee shall be based on earnings to be estimated by the employer, and shall be adjusted in accordance with section 9974.9 Business And Professions Code.

ADJUSTMENTS ON TERMINATIONS: The fee will be adjusted to actual wages negotiated in accordance with this schedule. Upon termination, the fee will be adjusted if this agency is notified in writing within 10 days after the last work day on this basis:

A) If I resign after having accepted employment, without just cause or if I am discharged through my own fault, I agree to pay the full fee.

B) If I am terminated by the employer within the first 90 days through no fault of my own, I agree to pay 1/90th of the fee for permanent employment for each consecutive calendar day that I was employed.

C) The adjusted fee will not exceed the fee for a permanent position, or exceed the total gross earnings.

DEPOSITS: "If an applicant paying a cash deposit fails to obtain employment the employment agency shall, upon demand therefore repay the entire amount of the deposit to the applicant. Unless the deposit is returned within 48 hours after demand, the employment agency shall pay to the applicant an additional sum equal to the amount of the deposit". (Section 9977, Business And Professions Code).

NO-FEE PLACEMENTS: Some jobs the employer pays full placement fee with no charge to the applicant.

THIS IS TO CERTIFY that the above schedule has been filed with the Bureau of Employment Agencies of the State ofCalifornia. NO FEES COLLECTED SHALL BE IN EXCESS FEES SCHEDULED HEREON.

_____ (Seal)_____
Date Chief

POST IN A CONSPICUOUS PLACE

I have read this Fee Schedule before my first interview:

_____ _____
Date Signature

UNIT: II
AREA: A
LESSON: 5

QUESTIONS RELATING TO THE EMPLOYMENT CONTRACT

1. Is it necessary to sign a contract? Why or why not?

2. What is a permanent position?

3. What is a temporary position?

4. What percent of your gross annual earnings is deducted if your monthly salary is $500?

5. If you earn $400 a month and lose your job, after two (2) weeks through no fault of your own, what is your fee?

6. If you earn $400 a month, in a permanent postition, what is your fee?

7. When do you pay the agency's fee? Assume you are paid by the employer twice a month.

8. If you resign from a job after one month, and notify the agency within ten (10) days, what is your fee based on a $400 per month salary?

9. What happens to your deposit if you are unable to obtain a job?

10. What is a no-fee placement?

UNIT: II
AREA: A

LESSON 6: TELEPHONE SKILLS

PURPOSE: TO HELP STUDENTS UNDERSTAND THE TECHNIQUES INVOLVED IN USING THE TELEPHONE WHEN LOOKING FOR WORK.

DIRECTIONS: ONE OF THE COMMON BARRIERS TO EMPLOYMENT IS LACK OF GOOD COMMUNICATION SKILLS. IF A STUDENT IS UNABLE TO EXPRESS HIM/HERSELF CLEARLY, THE OPPORTUNITY FOR AN EFFECTIVE FIRST IMPRESSION IS LOST. JOB LEADS REQUIRE CONTACT BY THE STUDENT. MANY TIMES THIS CONTACT IS OVER THE PHONE. REVIEW THE STUDENT'S TELEPHONE MANNERS TO INSURE THEY ARE "WORKING" FOR HIM/HER.

A Telephone Techniques Checklist

The student, by using the "TELEPHONE CANVASSING SCRIPT", should accomplish the following:

1. Identify oneself

2. Explain the purpose of the call

3. Express an interest in the position

4. Mention the job-related training

5. Request an appointment to fill out an application, or interview. (The student's smile should be "heard" during the telephone conversation!)

The student should be coached on the fact that many businesses conduct a telephone screening as part of the contact telephone call. There are about five questions which are commonly asked over the telephone by interviewers to start off the selection process. Remind the student to have his/her resume handy as a reference when making contact telephone calls.

Comments:

1. "Tell me about your skills." You'll remember you have already written your resume. Be ready to read your skills as listed on your resume.

2. "Tell me about your education." Be sure to explain your training in detail. Refer to your resume. (Refer to Unit II, Area C)

3. "Tell me about your previous work experience." Hopefully, your previous work experience will be somewhat related to the company's needs. However, your vocational training may be considered equivalent to work experience by many companies.

4. "What salary do you expect?" Keep your expectations realistic.

5. "Would you be agreeable to take some tests to help determine the suitability of your skills for working in our office? You want to answer "yes" to this because proficiency tests are part of the hiring process in many cases.

Another good use of the telephone techniques is for follow-up after the job interview. The student's telephone call should be made two to three days after the interview. This call indicates the student's interest in the job and may influence the final selection of qualified applicants.

The student should keep a record of all employer contacts made. This enables him/her to readily refer to necessary information when the student receives telephone calls or written correspondence from employer's already contacted. There is nothing worse than telling an employer, "I don't remember calling you, what was the job again?" The student's records should be similar to "Employer Contact List" worksheet.

1. Record contacts including names, phone numbers, and addresses.

2. Record appointments and remarks.

EMPLOYER CONTACT LIST

Date	Time of Day	Name/Address of Employer	Phone No.	Name of Person Who Hires	Results
		Type of job:			
		Type of job:			
		Type of job:			
		Type of job:			
		Type of job:			
		Type of job:			

TELEPHONE CANVASSING SCRIPT

(Complete the blanks with words appropriate for you)

A. "Hello. Would you please tell me the name of the person who does the hiring?"

Write down the name. (You may have to add "... for the plant" or "for the office" if phoning a large place.)

B. "Thank you. May I please speak with _____?"

C. "Good (morning/afternoon), _____, do you happen to
(Mr./Ms. or Mrs. Name)

have an opening for a _____ _____?"
(good, experienced, etc.) (your occupation)

D. If yes: "Would it be possible for me to stop in and talk to you around _____ this (morning/afternoon), or would _____ be more convenient?"
(time) (time)

E. If no: "Do you happen to know of another business that may be looking for a good _____ at the moment?"
(your occupation)

Write down any referral and ask: "May I say that you referred me?" Thank the employer and immediately phone the referral.

Do not allow yourself to be interviewed on the phone. If the employer asks you a question, answer it directly and ask if you could see him/her in person to explain more fully. Always answer a question and finish by asking for an interview.

UNIT II

JOB SEARCH

AREA: B RESUMES

OBJECTIVE: UPON COMPLETION OF THIS AREA, THE STUDENT WILL BE ABLE TO CREATE, DEVELOP, AND WRITE HIS/HER OWN RESUME.

LESSONS:
1. THE RESUME - WHAT IT IS, AND HOW IT WORKS
2. RESUMES - SAMPLES AND WORKSHEETS
3. RESUME COVER LETTER

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Provide individual worksheets to assist students in development of a "RESUME".

2. Use of materials for small or large group discussions.

3. Teacher will be a resource to provide direction and guidance during individual or group activities. The teacher should promote student awareness of a "RESUME" towards career development.

4. Teacher should describe the type of information to be placed on a resume. Specific information, such as skills, interests, education, etc., and where it should be placed on the resume.

5. Transparency 8 can be used to supplement the lessons in this area.

UNIT: II
AREA: B

LESSON 1: THE RESUME - WHAT IT IS, AND HOW IT WORKS

PURPOSE: TO INTRODUCE THE STUDENT TO THE BASIC ELEMENTS OF EFFECTIVE RESUME WRITING.

DIRECTIONS: MAKE STUDENT HANDOUTS FROM RESUME INFORMATION AND DISCUSS IN CLASS THE BASIC ELEMENTS OF AN EFFECTIVE RESUME. LESSON 2 (RESUME SAMPLES) WILL SUPPLEMENT THIS ACTIVITY.

Before a prospective employer discusses a job opening with you in person, the employer will want to know something about your experience, education and other qualifications.

The employer can get the same information, along with all the other things about yourself by reading the RESUME that you have prepared.

A RESUME is a valuable job-hunting tool. Done properly, it can give you an advantage in competition for a good job.

WHAT IS A RESUME?

A **resume** (pronounced REZ-OO-MAY) is a concise written summary of your personal and professional qualifications for a given job. It is an inventory that you submit to an employer that tells what you have to offer for a particular job.

A resume is like a sales letter, or an advertising brochure, that you mail or deliver to a prospective employer. Its main purpose is to get you an interview by interesting an employer in your abilities and qualifications.

Of course, you may answer the same questions on the job application form. But, your individuality and special abilities may not be brought out by the standard questions on the application form.

When you write your own resume, however, you can "sell" yourself by pointing out, in your own words, your best features--your "selling point". Your resume becomes you on paper.

IT LETS YOU CONTACT MORE EMPLOYERS

By mailing out copies of your resume (along with a letter of application) to employers you might like to work for, you can reach many more prospects than you could possibly visit in person. And, the more prospects you reach, the greater are your chances of landing the job you want.

IT REPRESENTS YOU AFTER THE INTERVIEW

The interview is over. Dry-mouthed and sweaty-palmed, you smile, thank the interviewer, and leave the office. No firm promise of a job, just, "We'll be in touch."

IT INCREASES YOUR SELF-CONFIDENCE

Having prepared your resume, you'll be well versed on your "selling points" and you'll be able to demonstrate your "merchandise" without fumbling for facts and dates. You'll go into the interview prepared and, therefore, confident.

GOOD RESUME CAN MAKE MONEY FOR YOU

Jobs for which a resume is required are often those that pay better and lead to bigger things. As you gain skill and experience in your first job, be thinking about the next step up and prepare for it. When you are ready to move up, a good resume will give you a boost.

A FEW WORDS OF CAUTION

Your resume is you on paper. While a good resume will help you, a sloppy, careless, poorly prepared resume will hurt you. Better no resume than a poor one.

WHAT IS THE PROPER FORMAT FOR A RESUME?

There is no standard format for a resume. The best format for you is one that highlights your qualifications in terms of the job you are seeking. This means that your resume should be tailored to fit each employer to whom you apply, pointing out your personal and professional qualifications for the specific job you are applying for.

Look at the sample resumes attached. Each writer has a different way of organizing and presenting the information. Yet, each resume meets accepted standards. It gets the intended message across.

When writing your own resume, you may choose to pattern it after one of the samples. Be sure, however, to let your resume reflect your personality.

Listing your work experience by function rather than by job is probably the best way to show your assets if you have unrelated experience, no experience at all, or if you haven't worked for a number of years.

If your experience is directed related to the job you seek, it may be best to list your experience chronologically by job.

Education

No need to elaborate on your educational achievements unless they are particularly noteworthy. Simply describe, in paragraph form, your highest level of achievement. If you are still in high school, mention the school you attend and the date you expect to graduate.

If you have special training related to your job objective, such as a trade school, correspondence course, ROP course, or apprenticeship status, you could include marks describing the training under the heading "education". Of, you may want to create a separate category in order to highlight it.

Miscellaneous Information

Highlight such skills as bilingualism, skills with tools or equipment related to your job objective, professional achievements and membership in organizations, published articles, etc. Discuss hobbies and outside interests that are in some way related to your job objective. Remember, you are describing your "selling points".

Personal References

It is not necessary to include your references in every resume you write, but you should at least indicate that you are willing to provide them upon request.

If you do list references, be sure to spell the names correctly, include the complete address, including ZIP code and phone number. Always get permission to use someone as a reference.

Good references include people who have known you for a number of years, who have some standing in the community, and who can be readily contacted by the employer. Former teachers, your minister or priest, law enforcement officials, businessmen or professional people are good references. The guy that pumps gas at the corner, your barber, people on parole or probation, and vagabonds are poor references.

Do not use former employers or relatives as personal references.

WHAT ARE THE STANDARDS FOR A GOOD RESUME?

A good resume (one that will help you not hurt you) must meet the following standards of neatness, brevity, completeness, accuracy, and appropriateness.

Neatness

Remember your resume is "you on paper". Its neat appearance is as important as your personal grooming at the job interview.

1. Type on one side of the standard 8½" x 11" paper.
2. If you type your resume yourself, clean the type, use a new ribbon, and have clean hands to avoid smudges.
3. No erasures, strike-overs or smudge type allowed.
4. Triple-check your spelling, grammar and punctuation.
5. It's okay to make and use copies of a clean, neat original. Multilith or Xerox are recommended reproduction methods.
6. Never send a carbon copy of your resume to an employer.
7. Don't get trapped by a "resume mill". Companies that advertise a "resume service" will send you a personal history form for you to fill out. From the completed form some hack writer will create a dazzling resume, mass produced. It's a waste of money and is expensive. Employers want to know what you can produce. Printed, mass produced resumes, most of the time, end up in the trash, unread.

Brevity

The employer who reads your resume is busy. Don't take up too much of the employer's time by trying to impress him/her with your entire life history. Remember, you are writing a summary.

Limit your resume, if at all possible, to one or two pages at the most. A short resume will be read before a longer one.

Completeness

Even a one- or two-page resume must, and can, say all that needs to be said. Simply consider the requirements of the job you are going after and include information that shows your qualifications for it. If it does that, it's complete. If it does not, it isn't complete.

Accuracy

Make sure your facts are straight, and make sure your propaganda matches your product.

Spell names of people and places correctly. Get all addresses straight, current and complete. Record dates as accurately as you can. Check for inconsistencies.

Appropriateness

Three factors are considered when looking at the appropriateness of a resume: the information presented, the order or arrangement of the information, and the style and language used to present it.

1. Appropriateness of information. What information you include in your resume depends upon your specific job objective. Appropriate information is related to, and highlights your qualifications for, the job objective.

   If you are applying for a job in sales, when describing your related work experience, you would certainly want to tell about the jobs you've had selling clothing. Regardless of the product sold, selling experience is related to your job objective.

2. Appropriateness of arrangement. A resume, like a newspaper article, is organized for emphasis. The most important information comes first, the least important last. How you will arrange your resume will depend upon what you are offering--your strong points and weak points.

3. Appropriateness of style. Like an advertisement, your resume should be written with the customer in mind. Slant it to the needs and expectations of the employer you are sending it to. Sending it to a business known for its conservative views? Better be a little restrained...somewhat formal.

   With careful preparation and attention to detail, your resume will reflect your personality. It will be "YOU ON PAPER".

HOW IS A RESUME USED?

When you have prepared a good resume, one that meets accepted standards, you are ready to use it to help you get the job you want.

Here are some hints for using your resume effectively:

1. Have enough copies made to support your job search efforts. For about $3.50, you can have 50 copies made at a quick print shop. Insist on clean, clear copies.

2. Take copies with you when you are applying for a job in person. Staple a copy to the job application from that you fill out.

3. Leave copies with your work experience coordinator, your school placement office, and with employment counselors at public or private employment agencies.

4. Hand out copies to friends and relatives who have business contacts. Ask them to give a copy to anyone they know who might be looking for someone with your qualifications.

5. Take copies with you when you interview for a job. Leave one with your interviewer.

6. Mail a copy, with a letter of application, to selected prospects that you've gotten from selected sources.

7. If you are employed, use your resume and a letter of application to seek employment.

8. Don't forget to keep at least one copy of your resume in your files. In using your resume, you are limited only by your imagination.

Revise your resume whenever it becomes outdated; update it as you succeed in new achievements and gain experience.

SUMMARY

A resume is a concise, written summary of your personal and professional qualifications for a given job.

A good resume gives you a competitive edge in job-hunting, saves you time and effort, extends your range, represents you after the interview, builds your self-confidence, and can make money for you.

UNIT: II
AREA: B
LESSON 1

The best format for your resume is one that highlights your qualifications in terms of the job you are seeking.

A resume contains identifying data, your employment goal, your work history, military experience, education, personal data, references, and miscellaneous information.

A good resume meets accepted standards of neatness, brevity, completeness, accuracy, and appropriateness.

Have your resume duplicated, then get copies into the hands of prospective employers. In doing so, you are limited only by your imagination.

UNIT: II
AREA: B
LESSON: 1

RESUME
"USEFUL WORDS AND PHRASES"

It is important to use action words and short sentences in a resume. The reader wants to know what you are good and accomplished at in regard to previous jobs, school, volunteer work or other activities. This is no time to be she! Look through the words and phrases below, pick out those that fit for you (and that you want to use in y our next job courses). See if you can use them or ones like them in your own "RESUME." Even if you have never worked, you have hundreds of skills and abilities.

CHECK THOSE THAT ARE:

1) Either used in previous jobs or some other activity, or
2) Want to use in a future job

ABOUT YOU AND YOUR STRENGTHS:

___enthusiastic	___a fast learner	___problem solver
___competent	___trustworthy	___a coordinator
___organized	___talented	___a manager
___motivated	___a generalist	___efficient
___effective	___cooperative	___trainer
___responsible	___an administrator	___achiever
___assertive	___dedic ted	___willing worker
___risk taker	___leader	___developer
___dynamic	___motivator	___bilingual
___reliable	___punctual	___skilled
___specialist	___trouble shooter	

RELATING TO THINGS:

___setting up	___precision working	___tending
___operating/con-trolling	___driving/operating	___manipulation
___feeding/off-bearing	___handling	___planning
___coordinating	___evaluation	___purchasing

UNIT: II
AREA: B
LESSON: 1

___research	___accepts supervision	___filing/typing
___numerical ability	___memory skills	___calculating
___influencing	___selling	___demonstrating
___poise	___sports	___playing music
___prioritizing of tasks	___program development	___hiring/firing
___installing	___summarizing	___appraising
___encouraging others	___interpersonal skills	___budgeting
___managing money	___work well under pressure	___bookkeeping
___develop support	___persuading	___debating
___crises intervention	___encouraging others	___fund raiser
___public speaking	___artistic presentations	___showmanship
___policy making	___initiating projects	___acting
___team building	___designing	___building
___good team leader	___production	___promotion

UNIT: II
AREA: B

LESSON 2: RESUME SAMPLES

PURPOSE: TO ENABLE STUDENTS TO RECOGNIZE THE DIFFERENCES IN RESUME FORMATING, AS WELL AS ADVANTAGES AND DISADVANTAGES BETWEEN STYLES.

DIRECTIONS: WITH THE TEACHER'S GUIDANCE, THE STUDENTS WILL STUDY AND REVIEW THE FIVE STYLES OF ACCEPTABLE RESUME FORMATING. IN CLASS DISCUSS THE ADVANTAGES AND DISADVANTAGES OF THE FORMATS IN RELATIONSHIP TO A JOB HUNTER WITH WORK EXPERIENCE AND THAT OF FIRST TIME JOB SEEKERS.

SAMPLE RESUME

Jane Doe
2010 Magnolia Street
Van Nuys CA 91706
(213) 765-2898

Objective:	Part-time or temporary work as a clerk typist.
Qualified by:	Typing speed of 55 wpm
Experience:	
September, 1978 to present	Sales Clerk - Ann's Gift Shop, Van Nuys. Part-time position. Responsibilities include: cashiering, assisting customers, taking inventory, typing purchase orders, and record keeping.
July-August, 1978	Cashier - Laurelwood Hospital Thrift Shop. Volunteer position. Responsible for daily cash flow.
Education:	Attending Van Nuys High School. Graduation date: June, 1980. Courses included: Two years typing and one year clerical practice.
Additional information:	Interests: Figure skating (participant in Valley Figure Skating Championship), back packing, gourmet cooking.
	Activities: Secretary, Van Nuys High School Student Council.
Personal:	Personal attributes include: Drive to perform well in assigned responsibilities, ability to work with small and large groups of people, dedication, aggressiveness in pursuing goals, detail-oriented mind.

References to be furnished upon request.

RESUME

(Student Name)
(Street Number and Name)
(City, State, Zip Code)

(Telephone Number) Day
Message
Home

CAREER OBJECTIVE

To obtain an entry-level position in the clerical field where I can utilize my skills and acquire additional experience that will lead to promotional advancement and long-term employment.

EDUCATION

Business Skills Center, Adult Education Division, Cypress, California. Intensive business clerical training based on a 30-hour week program which may be considered equivalent to work experience. Certificate of Completion.

North Orange County Community College District, Anaheim, California, High School Diploma.

North Orange County Regional Occupational Program, Washington Community Center, Anaheim, California. Teacher's aide.

COMPETENCIES

Typing 45 wpm, Ten-Key adding machine by touch, Telephone Receptionist, Filing (alphabetic and numeric), Career Development (including human relations and communication), Office Procedures, Apple II Plus micro computer (Introduction and Apple Post), IBM Electronic 50 and 60 typewriters, Reprographics, and Mail Clerk.

WORK EXPERIENCE

Portrait World Incorporated, Anaheim, California. Tab Department and Service Finish: Duties ranged from tab identifier to production collation.

McGraw Insurance Company, Anaheim, California. Policy typist. Responsible for typing data for policy renewals.

PERSONAL

I am career-minded, willing and able to work under pressure. I enjoy music and being around other people.

REFERENCES

(Past Employer's Name)
(Address)
(Telephone Number)

(Instructor's Name)
(Address)
(Telephone Number)

RESUME

Name)
Address)
(City, State, Zip Code)

Telephone (Day)
(Message)
(Home)

EMPLOYMENT OBJECTIVE

Position as a production machine operator with opportunity to advance in the company.

EDUCATION

Machine Shop, Adult Education Division, Fullerton, California. Intensive machine shop training program based on a 3-hour week. Certificate.

GED Degree earned in U.S. Army

Drafting for two years in high school.

SKILLS

Lathe, Milling Machines, Grinder, Drill Press, Bandsaw, Layout and Setup, Blueprint Reading, Measuring Tools, Advanced Mathematics, Shop Mathematics, Benchwork and Hand Tools. Also operate fork lift.

WORK EXPERIENCE

(Name of Company), (Address)

Assistant Superintendent with a five-man crew: Pipe inspection using grinders to check pipe metal for dexterity cracks and seams, repaired pipes.

U.S. Army for three years. Achieved rank of E-5.

Self-employed in the trucking industry.

INTERESTS

I enjoy camping, football, and reading.

REFERENCES

(Coordinator's Name)
(Address)
(Telephone Number

(Instructor's Name
(Address)
(Telephone Number)

Resume Of
SUZIE Q. TELLER

1234 E. Pleasant Street
Ventura, CA 93003

Home Phone: (805) 644-5817
Message Phone: (805) 658-8175

JOB OBJECTIVE: To obtain a position in the Banking Field/Financial Field that will allow me the opportunity to utilize the skills and abilities that I have developed in my past experiences, with the ultimate goal of achieving a management position.

EDUCATION:

1980-1984 Ventura Senior High School — Senior
2155 East Main Street, Ventura, CA 93003

VOCATIONAL TRAINING:

9-7-83 - Present: Regional Occupational Program — Non-paid Training Program

BANK TELLER Duties: Maintain a courteous and efficient teller window by accepting all types of customner deposits, cashing checks, accepting loan payments, selling all services of the bank, assisting customers with all problems and balancing the teller's cash drawer. Other duties performed are classified as back office duties, which include pay-filing checks, filing signature cards, working with computer reports, auditing general ledger accounts, working in the vault, running the proof machine, and closing out the daily work to prepare work for final pick-up for clearing house.

WORK EXPERIENCE:

8-6-82 - Present: McDonald's Restaurants
2487 E. Harbor Blvd., Ventura, CA 93003

COUNTER CLERK Duties: Taking orders, accepting money and giving back change, handling questions and customer inquiries, double checking supplies, clean-up of working area, ordering supplies for counter area, and balancing out register at end of shift.

SKILLS AND ABILITIES:

Operating 10-key	Speak and read Spanish	Pleasant personality
Calculator by touch	Dependable	Honest
Typing 55 wpm accurately	Accurate	Loyal
Operating various Banking	Organized	Efficient
Computers and terminals	Good communication skills	Punctual

(Continued...)

PERSONAL STATEMENT:

It has long been my desire to obtain a career in the Business/Financial field. While taking the Bank Teller class through the Regional Occupational Program, I found that the work of a teller was very interesting and satisfying. I enjoy working with people and helping people with their questions and concerns. I would very much like the opportunity to establish a position with your company.

REFERENCES: References to be furnished upon request.

UNIT: II
AREA: B

LESSON: 4 RESUME COVER LETTER

PURPOSE: TO HELP STUDENTS WRITE A COVER LETTER FOR THEIR RESUME.

DIRECTIONS: REVIEW AND DISCUSS IN CLASS THE DIFFERENCE BETWEEN A COVER LETTER AND A RESUME. HAVE STUDENTS PRACTICE WRITING A COVER LETTER ON THE WORKSHEETS.

Cover Letter

Always enclose a cover letter when you mail out a resume. Your major purpose is to interest an employer in hiring you. The first step is to get him to read your resume. Keep these facts in mind when writing your cover letter.

1. Address your letter to a specific person by name, when possible.

2. The first twenty words are important. They should attract the reader's attention at once.

3. Tell your story in terms of the contribution you can make to the firm, to the employer.

4. Be sure to refer to your resume. It gives the facts.

5. With local firms, take the initiative in suggesting that you telephone for an interview.

6. Use simple, direct language and correct grammar. Avoid slang expressions. Type neatly.

7. Keep it short. You need not cover the same ground as your resume. Your letter should sum up what you have to offer, and act as an "introduction card" for your resume.

8. Let your letter reflect your individuality, but avoid appearing aggressive, overbearing, familiar, "cute," or "humorous." You are writing to a stranger about a subject that is serious to both of you.

I am interested in speaking with you in person to learn more about Hoosier Friends Productions and to discuss present or future positions with your company. You may contact me by phone at (619) 555-1212 or (619) 555-1111, or by writing to me at the address below.

(Address)
(City, State, Zip Code)
(Date)

(Name)
(Company Name)
(Address)
(City, State, Zip Code)

Dear

Please consider me as an applicant for a general clerical position in your organization. Enclosed is my completed application form for this position. also enclosed is my resume for your consideration. I would appreciate a personal interview to discuss my qualifications.

Sincerely,

(Name)
(Telephone Number)

Enc: Application form
Resume

Sample Cover Letter

8475 Ranch Avenue
Richmond, CA 94587
August 14, 1985

Mrs. Joan Green, Director
City Hospital
8463 Arizona Street
Richmond, CA 95769

Dear Mrs. Green:

I am applying for the records' clerk position advertised in Tuesday's Contra Costa Times.

Your ad indicates the candidate should have basic training in clerical skills and a good general background in math and language art skills. I have been attending a word processing course with the Regional Occupational Program Clerical Class.

The enclosed resume will give further details of my background and education.

I would appreciate a personal interview and will come to your office at a time convenient to you. I can be reached at the above address or by telephone (548-0685).

Sincerely,

Alice Stone

Enclosure

_____

_____

_____

(Inside address)

Dear _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

UNIT II

JOB SEARCH

AREA C: APPLICATION

OBJECTIVE: STUDENTS WILL BE ABLE TO OBTAIN, COMPLETE, AND SUBMIT JOB APPLICATIONS FOR EMPLOYMENT.

LESSONS:
1. LETTER OF APPLICATION
2. HOW TO GET AND COMPLETE AN APPLICATION

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Use of material for small or large group discussions.
2. Use of material to reinforce teacher presentation on
3. Teacher will be a resource to provide direction and guidance during individual or group activities. The teacher should promote student awareness of completing an application completely and neatly towards career development.
4. Transparencies 9 and 10 can be used to supplement Lessons 1, 2, and 3.

UNIT: II
AREA: C

LESSON 1: SAMPLE LETTERS OF APPLICATIONS

PURPOSE: TO IDENTIFY CHARACTERISTICS OF A LETTER OF APPLICATION.

DIRECTIONS: HAVE STUDENTS READ, "INTRODUCTION TO THE LETTER OF APPLICATION." THEN LOOK AT SAMPLES BEFORE ATTEMPTING TO WRITE THEIR OWN ON THE "BUSINESS LETTER PRACTICE FORM WORKSHEET."

THE LETTER OF APPLICATION

Some employers will ask, in their "help wanted ads", that you apply for a job by mail. Or, maybe you want to apply for a job with an out-of-town company, or too distant to permit a convenient personal visit. Or, perhaps you want to extend your range of applications in your local area by mailing out copies of your resume to many firms.

In any of the above cases, your chances of getting the job you want may depend upon your ability to write a good letter of application.

CHARACTERISTICS OF A GOOD LETTER OF APPLICATION

IT'S BRIEF: A busy personnel manager or employer will seldom read a lengthy letter of application. Keep it to one page.

IT'S NEAT: Your letter should be in an acceptable business letter format, typed and set up in an attractive manner on the page. The letter should always be an original, never a carbon.

IT'S CORRECT: Mechanics of the language, such as spelling, punctuation, vocabulary, sentence structure, etc., must be flawless. If you can't get it right, have your work checked over by someone who can.

IT'S A SALES LETTER: Like your resume, your letter of application should be written like a sales letter. It should attract attention, arouse interest, create a desire for your services, and it should prompt the reader - the potential employer - to take action.

IT CONVEYS THE APPROPRIATE MESSAGE: The message you want to get across to a prospective employer is simply this: I want to work for your company, this is what I can do for you, and, I am prepared for a personal interview.

IT'S ORIGINAL: Be business like, but avoid text-book formulas. After reading hundred of letters of application, an employer will appreciate one with a fresh approach, one that shows care, thoughtfulness and ingenuity in its preparation.

PREPARING THE LETTER OF APPLICATION

Physical Appearance:

The overall appearance of your letter should attract favorable attention. The arrangement of the page, your use of margins and white space, and crispness of your typing and the quality of the paper you use will affect the reader. See the sample letters of application attached.

The Heading and Salutation:

Your name and address should be complete and correct, as should the names and address of the person to whom you are sending the letter.

It is much more desirable to address your letter to a specific person rather than to "Dear Sir", "Gentlemen" or "Madam". You can find out the name of the person to whom your letter should be addressed to by calling the company, or by asking someone who is employed by the company.

Using the name of a specific person helps you gain attention.

The First Paragraph:

The first paragraph of your letter should also attract the reader's attention and keep it. Grab the reader with some unique hook or twist. Use a quote, ask a question, drop a name, coin a phrase.

If you are answering an advertisement, say so. If you are applying at the suggestion of someone whom the reader may know, mention the person's name. If you are "cold canvassing", sending out letters to firms where you might like to work even though you have seen no announcements of job openings, mention the position or job you are interested in.

In the first paragraph of your letter, get the first part of your message across: "I want to work for your company".

The Middle Paragraph:

The middle paragraph of your letter should stimulate the reader's interest and create a desire to know more about you. This can be done by revealing the second part of your message: "This is what I can do for you".

Very briefly, describe how your abilities and qualifications equip you for the job. You should, of course, refer to your resume and a copy of your resume should be attached to your letter of application.

Avoid high-pressure tactics in any portion of the letter. Do not ask what the company can do for you, do not plead and above all do not express your financial needs.

The Last Paragraph:

The final part of your message: "I am prepared for a personal interview", should be revealed in the last paragraph of your letter. And, you should close your letter indicating that you are available and interested in an interview.

The action that you want the employer to take, of course, is to contact you for a personal interview. Make it easy for him to do so. Tactfully ask that an interview be granted and include the telephone and times at which you can be reached. Or, you might offer to call the employer on a specified date to arrange the interview. If you offer to call, don't forget to do it.

The Closing and Signature:

Close your letter with some standard phrase, such as "Sincerely yours", "Respectfully", etc. Sign your name in blue or black ink above your typed name.

The Overall Tone Of Your Letter:

Strive for dignity, grace, exactness and clarity, but use a conversational tone. Try to seem confident and enthusiastic.

Summary:

Your letter of application is actually a cover letter for your more detailed reume and will allow you to apply for a job by mail.

Your letter should be brief, neat, correct and written like a sales letter. It should get your message across. It should be original.

The overall physical appearance of your letter should attract favorable attention.

Address your letter to a specific person in the firm to whom you are applying.

In the first paragraph, attract attention, and tell the reader, "I want to work for your company."

In the middle paragraphs, create interest and stimulate a desire to know more about you by telling your reader, "This is what I can do for you."

In the final paragraph, let the employer know you are interested and available for an interview.

Attach a copy of your resume to your letter of application.

SAMPLE LETTER OF APPLICATION

1626 Plum Street
Pittsburg, CA 94565
July 10, 19__

Mr. J. W. Motors
Penwood Supply Company
346 Broadway
San Mateo, CA 94400

Dear Mr. Motors:

Mr. R. T. Parker has informed me that you have a position open for a clerk-typist in your company. May I be considered as an applicant for this job?

I understand that you are looking for someone who has basic training in clerical skills, a good general business background, a knowledge of record keeping, and the willingness and ability to accept responsibility. I feel confident that I can meet these requirements.

During the past several months, I have been attending an office skills brush-up course at the Contra Costa Regional Occupational Program. This course has helped a great deal in building confidence in my abilities and in regaining speed in typing and the tenkey adding machine, as well as other general office duties and procedures.

The enclosed personal data sheet will give further details of my personal qualifications and my education.

May I have a personal interview at your convenience? My telephone number is 291-3587.

Sincerely,

Alice S. Stone

Enclosure

(USE THIS FORM TO ANSWER A BLIND AD IN AN ADVERTISER OR NEWSPAPER.)

* * *

John Arthur Doe
1234 Fifth Street
Indio, CA 90001
(619) 383-6543

(Today's date)

Advertiser
City Bulletin
456 Tenth Street
Indio, CA 90001

Dear Advertiser:

Please consider me as an applicant for the job of clerk which you advertised in today's paper under Ad No. 24689. My personal business information is attached to this letter.

If you are interested, I will be glad to supply the names of personal and business references.

The work you describe seems to be the kind I would like to do and feel I could do well.

Sincerely yours,

John A. Doe

* * *

Note these points about this letter:

In the letterhead use: your name, address, telephone number.
The address to the advertiser.
The salutation: Not Sir or Madam or Mr. or Mrs. -- you do not know.
The signature: Your name printed beneath it.
The offer of references: It is better not to send them to an unknown person.

ADDITIONAL TIPS FOR WRITING AN APPLICATION LETTER:

DO'S	DONT'S
Use only 8½" x 11" paper.	Don't use notebook paper.
Type if possible.	Don't use soiled paper.
Be honest.	Don't degrade yourself.
Show enthusiasm.	Don't expose your problems.
Reveal some of your strengths.	Don't beg.
Proofread.	Don't forget to use a dictionary.

UNIT: II
AREA: C

LESSON 2: HOW TO GET AND COMPLETE AN APPLICATION

PURPOSE: TO HELP STUDENTS ACQUIRE AN APPLICATION AND TO LEARN HOW TO COMPLETE IT APPROPRIATELY.

DIRECTIONS: BEFORE COMPLETING ANY OF THE SAMPLE APPLICATIONS IN LESSON 3, THE STUDENTS SHOULD READ AND REVIEW IN CLASS, "HOW TO GET AND COMPLETE AN APPLICATION."

Getting The Application

Begin by applying to as many places as you can. Job counselors recommend that you don't ask, "Are you hiring?" but rather, "Are you accepting applications?" Be sure to find out from each company how long applications are kept on file. Some businesses clean out their files every six months. If you really want to work there, you have to keep reapplying.

Some companies will mail you an application on request. Others will ask that you stop by to pick one up. Some will let you take the application home. Others will insist that you fill it out there - quite possible to make sure you complete the application yourself. Do ask, politely, if you can take the form home to complete. In this way, you can be sure your application is completed carefully and neatly.

When applicants stop by, the company has a chance to do a little prescreening. If you don't bother to dress the part or to act like a serious job seeker, you may kill your chances before you get started.

Filling Out The Application

Job applications do seem to be getting longer and more complicated all the time. In order to do them justice, you need plenty of time and all of the facts. Don't try to fill out an application when you are in hurry or someone is waiting impatiently for you to finish. Sit down. Take a deep breath. And read through the whole application before writing down one single word. If you grab a pen and start writing, you may soon find yourself in a total muddle.

Besides taking plenty of time, the second secret for success in filling out your application is to bring all the information you need with you. Prepare a data sheet, or, even better, a data card for your wallet. List the following information:

- Names, address, and phone numbers of your previous employers and references.
- A record of your education, including schools attended, special courses taken, grades received, dates of graduation, and school addresses.
- A record of your extracurricular activities, honors and special accomplishments.

Instead of struggling to remember the necessary information, you can simply transfer it accurately and neatly from your data card to the form.

Check It Over

Read the application all the way through before you begin filling it out. Many applications have instructions or comments you should be aware of on the last page or portion of the application form.

Beware Of The Fine Print

In many cases, particularly large companies' forms, there are directions in fine print under some of the block headings, such as "complete in your own handwriting", "please print", or "put first or last name first". Care in following these directions is essential as it indicates to many employers your ability to read and follow instructions, in addition to how careful you are.

Be Prepared With Your Identification

Have your Social Security Number card, your driver's license, the names, addresses, phone numbers, and zip code numbers of those people who you have CONTACTED and who have consented to provide you with a good reference. If you have reference letters ready, this is even better - take the originals AND machine copies with you. You won't want to leave original letters, but it's important that they seem them in every time you write out an application blank.

Completing The Form

Copy your information from the master form, taking the time to make it look exceptionally neat and well-organized.

The Most Common Mistakes

1. Many applications require that you circle the highest school year and then ask for the name of the school. Many applicants circle the year, but put in the school name by its initials using no city or state to complete the identification and the interviewer then has to ask.

2. Failure to sign the application when it is fully completed.

3. Women who ignore the military service brackets of the application form should indicate N/A if you have not had service.

4. Applications completed in pencil -- they fade and rub off in a very short time and it makes them difficult to read. If there is a choice about which application gets the most attention, the one that is easiest to deal with.

5. Applicants do not reread the application all the way through, word for word, to catch possible errors of omission or commission before they turn it in -- then have to explain or apologize during the interview for a goof.

6. Many times there are sections for your comments on the application form. Most applicants make a simple statement like, "I would really like to have a job". And this is all they do. This is the place where you tell them that they are the company you have CHOSEN to work for. This is the great way to get into good conversation when you get into the interview after they have looked the application over.

7. Fuzzy information on the Job History section, such as Machinist, Journeyman, and then failure to list what exact machines they use - or typist, and not list electric or manual or both.

REMEMBER, ALL THAT IS LEFT OF YOU WHEN YOU LEAVE, IS THAT PIECE OF PAPER.

HOW IT LOOKS REPRESENTS YOU!!

A TYPICAL APPLICATION FOR EMPLOYMENT (MANY HIDDEN MEANING QUESTIONS) ·

(1) Social Security No. _____ (2) Date _____

(3)* NAME (Print) _____
LAST FIRST MIDDLE (MAIDEN NAME IF MARRIED)

(4)* Birthdate _____ (5)* Height _____ (6)* Weight _____ (7) Phone _____
month/day/year

(8) Present Address _____ (9) City _____ (10) Zip _____

(11) How long have you lived at the above address? _____

(12) Previous address _____

(13) Salary Required: $_____ per _____ (14) When Available to Begin Work? _____

(15)* Husband's or Wife's Name _____ (16)* Occupation _____

(17)* Number of Children _____ (18)* Ages _____

(19) Are you Bondable? _____

(20)* General Health: Poor _____ Fair _____ Good _____ Excellent _____

(21)* Do you have any physical or health limitations? _____ (21A) If yes, describe _____

(22)* Have you ever had? (22A)* Tuberculosis _____ (22B)* Heart Trouble _____

(22C)* Epilepsy _____ (22D)* Mental Illness _____ (22E)* Chronic Back Pains _____

(22F)* Fainting or Dizzy Spells _____

(23)* Have you or any of your family been treated for an emotional or mental problem? _____

(23A)* If yes, explain _____

(24)* Have you or any member of your family received medical treatment during the last five years for any kind of health ailment? _____

(24A)* If yes, explain _____

(25)* Have you ever received Workmen's Compensation? _____

(26) How many days of work or school have you missed in the last year? _____

(27)* Military Status _____ (27A)* If veteran, when inducted _____

(27B)* Branch _____ (27C)* Date Discharged _____ (27D)* Type of Discharge _____

EDUCATION

TYPE OF SCHOOL	NAME OF SCHOOL	LOCATION	YEARS ATTENDED FROM Mo/Yr TO Mo/Yr	GRADUATE YES NO	DEGREE	MAJOR OR COURSES	GRADE POINT AVERAGE
(28) High School	(28A)	(28B)	(28C)*	(28D) ☐ ☐	(28E)	(28F)	(28G)
(29) College	(29A)	(29B)	(29C)*	(29D) ☐ ☐	(29E)	(29F)	(29G)
(30) Graduate School	(30A)	(30B)	(30C)*	(30D) ☐ ☐	(30E)	(30F)	(30G)
(31) Business or Trade School	(31A)	(31B)	(31C)*	(31D) ☐ ☐	(31E)	(31F)	(31G)
(32) Military Schools	(32A)	(32B)	(32C)*	(32D) ☐ ☐	(32E)	(32F)	(32G)
(33) Other				☐ ☐			

(34) Language Spoken _____ (35) Special Talents _____

(36) Do you plan any future schooling? _____

(37) Interest in other work _____

(38) Do you type? _____ (39) Take Dictation? _____ (40) Operate Office Machines? _____

(41) Specify _____

(42) What are your interests or hobbies of? _____

(43) What clubs or organizations are you a member? _____

(44)* Have you been convicted of a crime on or after your 18th birthday? _____

(44A)* If yes, give date, nature, and disposition _____

REFERENCES

PERSONAL: PLEASE LIST TWO PERSONAL REFERENCES WHOM WE MAY CONTACT — EXCLUDE RELATIVES

(45) (45A) (45B) (45C

Name _____ Address _____ Telephone Number _____ Years Known _____

Name _____ Address _____ Telephone Number _____ Years Known _____

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Advanced Cardiovascular Systems, Inc.

Application for Employment

DATE _____

It is the policy of ACS to provide equal opportunity to all qualified persons without regard to age, race, color, sex, religion or national origin.

PERSONAL INFORMATION

Name (Last) (First) (Middle) Social Security No.

Address (Street) (City & State) (Zip) (Area Code) (Phone)

Are you over 18 years old? ☐ Yes ☐ No | If not a U.S. citizen please name type of visa.

Do you have any relatives employed by ACS ☐ Yes ☐ No | If yes, name and relationship

Have you ever been convicted of any crime? ☐ Yes ☐ No | If yes, when: Where: Disposition of case

Notify in case of emergency

Name Address Home Phone Bus. Phone

Do you have any physical limitations or health problems which would limit your assignments? ☐ Yes ☐ No If yes, please explain:

Have you ever received compensation or a cash settlement for injuries? ☐ Yes ☐ No If yes, please explain:

EMPLOYMENT DESIRED

Position	Date Available:	Salary Requirement:	Hours: Full time / Part time

Have you ever applied to or been employed by ACS before? _____ If yes, when?

Are you willing to work overtime? ☐ Yes ☐ No

Referral source

EDUCATION

	Name and location	Dates Attended From	To	Field or Specialization	Graduated Yes	No	Yr	Degree
High School								
College								

OTHER TRAINING Apprenticeship, Industrial, Technical, Institiutes, U.S. Military Schools, etc.

PROFESSIONAL ORGANIZATIONS

SKILLS Typing (wpm) Electric _____ Shorthand _____ Check other skills: ☐ Adding machine ☐ Dictating machine

List other skills, qualifications, licenses, tools and machines you can operate

U.S. MILITARY SERVICE

Branch of Service	Length of Service From	To	Service No.	Duties

Member National Guard ☐ Yes ☐ No | Member of Reserve Unit ☐ Yes ☐ No ☐ Ready ☐ Standby | Unit to Which Attached

PERSONNEL DIVISION
SAN DIEGO CITY SCHOOLS
EDUCATION CENTER
4100 NORMAL STREET
SAN DIEGO, CALIFORNIA 92103

APPLICATION FOR MANAGEMENT POSITION (Certificated and Classified)

For Office Use Only
Initials
Date
Effective Date

POSITION FOR WHICH YOU ARE APPLYING

PERSONAL INFORMATION

First Name	Middle Name	Last Name	Date

Permanent Address	City	State	Zip Code	HOME PHONE Area Code / Number

Address to which you wish notices sent	City	State	Zip Code	BUSINESS PHONE Area Code / Number

Social Security No.*

*For Identification Purposes Only

Do you have any health condition which would limit your job performance?
☐ No ☐ Yes (If yes, please explain)

ALL COMPLETE APPLICATIONS FOR EMPLOYMENT MUST INCLUDE THE ATTACHED CONFIDENTIAL CONVICTION REPORT RECORD

EDUCATIONAL AND PROFESSIONAL TRAINING

Degree	Institution	Location (City & State)	Year Granted	Major	Minor

APPLICANTS FOR CERTIFICATED POSITIONS ONLY:

CALIFORNIA CREDENTIALS HELD (If you do not hold California teaching and/or administrative credentials but have received information from the State Department of Education regarding your eligibility, please indicate the results of your inquiry.)

CREDENTIAL	DATE OF EXPIRATION

DO YOU HAVE A CURRENT SET OF PLACEMENT PAPERS ON FILE? (If so, please designate location)

GENERAL INFORMATION

HAVE YOU EVER BEEN EMPLOYED BY SAN DIEGO CITY SCHOOLS? ☐ YES ☐ NO
POSITION(S)
DATE AND REASON FOR LEAVING:

HOW SOON ARE YOU AVAILABLE FOR EMPLOYMENT?

PLEASE LIST ANY FOREIGN LANGUAGE(S) YOU CAN SPEAK, READ AND WRITE FLUENTLY

DISTRICT PROCEDURE NO. 4322 PROHIBITS THE DIRECT SUPERVISION OF AN EMPLOYEE BY A RELATIVE.
ARE YOU RELATED TO ANY PERSON NOW EMPLOYED BY SAN DIEGO CITY SCHOOLS? ☐ YES ☐ NO
IF YES, STATE NAME OF RELATIVE(S), RELATIONSHIP, AND WORK LOCATION

EMPLOYMENT HISTORY

List your experience below starting with your most recent or present employment. Account for all periods of employment for at least the last ten years, and longer if there is significant experience to report. Do not include part time employment unless it was significant and job related. Use an extra sheet of paper if more space is required. A resume may be attached to supplement this information.

EMPLOYER'S NAME AND ADDRESS	EMPLOYMENT DATES AND SALARY	JOB TITLE AND DUTIES	REASON FOR LEAVING
	From: Mo. Yr. To: Mo. Yr. Start Salary Last		
	From: Mo. Yr. To: Mo. Yr. Start Salary Last		
	From: Mo. Yr. To: Mo. Yr. Start Salary Last		
	From: Mo. Yr. To: Mo. Yr. Start Salary Last		
	From: Mo. Yr. To: Mo. Yr. Start Salary Last		
	From: Mo. Yr. To: Mo. Yr. Start Salary Last		

PROFESSIONAL REFERENCES

NAME	ADDRESS, ZIP CODE, PHONE NUMBER	OFFICIAL POSITION AT PRESENT

I affirm that the statements above are true and complete to the best of my knowledge.

Date _____ 85 _____
Signature of applicant

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application for employment

We are an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including race, creed, color, age, sex, religion or national origin.

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____
Last First Middle

Present Address _____
Street City State Zip

Permanent Address _____
Street City State Zip

Phone No. _____ Height _____ Weight _____

State Name and Department of Any Relatives, Other Than Spouse, Already Employed By This Company _____

Referred By _____

Last First Middle

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire of Your Present Employer _____

Ever Applied to this Company Before? _____ Where _____ When _____

EDUCATION

	Name and Location of School	Circle Last Year Completed	Did You Graduate?	Subjects Studied and Degree(s) Received
Grammar School			☐ Yes ☐ No	
High School		1 2 3 4	☐ Yes ☐ No	
College		1 2 3 4	☐ Yes ☐ No	
Trade, Business or Correspondence School		1 2 3 4	☐ Yes ☐ No	

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____

Read _____ Write _____

FORMER EMPLOYERS List Below Last Four Employers, Starting With Last One First

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

	Name	Address	Business	Years Acquainted
1				
2				
3				

PHYSICAL RECORD: Do you have any physical condition which may limit your ability to perform the job applied for?

In Case of Emergency Notify

Name Address Phone No.

authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for s cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness		Character	
Personality		Ability	

Hired For Dept. Position Will Report Salary Wages

Approved: 1. 2. 3.

Employment Manager Dept. Head General Manager

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UNIT: II

JOB SEARCH

AREA D: PREPARING FOR THE INTERVIEW

OBJECTIVE: STUDENTS WILL BE AWARE OF THE NECESSARY STEPS THEY SHOULD DO TO PREPARE THEMSELVES FOR AN INTERVIEW.

LESSONS:
1. PREPARE YOURSELF FOR THE INTERVIEW
2. LACK OF . . . CAN BLOW AN INTERVIEW
3. GROOMING
4. LET'S LOOK AT A TYPICAL INTERVIEW
5. WHY EMPLOYERS DON'T HIRE
6. AN EMPLOYER TELLS IT LIKE IT IS

Suggestions For Classroom Presentation:

1. Use of material for small or large group discussion.
2. Use of material to reinforce teacher presentation on "PREPARING FOR THE INTERVIEW."
3. Teacher will be a resource to provide direction and guidance during individual or group activities.
4. Use of students to relate their own experiences relating to job interviews.
5. Transparencies 11, 12, 13, 14, 15, 16 and 17 can be used to supplement these lessons.

UNIT: II
AREA: D

LESSON 1: PREPARING FOR THE INTERVIEW

PURPOSE: TO HELP THE STUDENT PREPARE AHEAD OF TIME FOR THE INTERVIEW; TO ENTER THE INTERVIEW SITUATION WITH POISE AND CONFIDENCE.

DIRECTIONS: CAREFULLY READ THROUGH THIS SECTION AND SUMMARIZE IN YOUR OWN WORDS THE SEVEN POINTS MENTIONED. ANSWER THE QUESTIONS AT THE END OF THIS SECTION.

PREPARE YOURSELF FOR THE INTERVIEW

Know And Believe This Fact . . .

The job interview is important in determining whether or not you get the job you want. The impression you make through your actions and appearance usually determines your success.

The interview will provide both you and the employer with valuable information. It will give you the opportunity to find out specific information about the job, to demonstrate your interest in the job, and to bring out important facts about yourself which are not obvious on your application. The interviewer, in turn, has a chance to judge your appearance and personality, to find out about your attitudes toward work and the job, and to determine how well you fit into his/her organization.

It is normal to be nervous at the interview, but you should not allow this to prevent you from making a good impression. Here are some important suggestions to help you be more prepared and therefore more confident during the interview.

1. LEARN SOME FACTS - about the potential employer before the interview. For example: The size of the company, its product or service and the number and type of employees hired. You can get a good idea of a company's image by asking employees or studying its annual reports which may be found in the public library or a company brochure, or your local chamber of commerce.

2. Apply for a specific position and know some facts about it. Read the vacancy notice (if there is one) carefully. Don't say you want "just any job," since this might lead the employer to believe that you are unqualified or that you don't have the proper attitude about work.

3. Make an appointment for the interview and be sure you know exactly when and where to report. If you are unsure of the location, it is a good idea to drive by the night before. Since you should never be late, allow yourself plenty of time on the day of the interview. Tardiness will give the employer reason to suspect that you will also be late for work. It is best to arrive early, but by no more than ten or fifteen minutes.

4. When you arrive early, start off on the right foot by making a good impression with the first person you meet, whether that be the receptionist, secretary, or company president.

5. Always take along your resume and a pen or two. This preparation shows that you are efficient.

6. Know in advance your qualifications for the job and be ready to discuss your previous employment or experiences and training. Point out similarities between your experience or training and the job at hand.

7. Your appearance is very important. The employer is attempting to make an important decision quickly, and lacking the opportunity to get to know you well, must go on the basis of what he/she can see and hear in a short period of time. A good appearance will tell the employer that you are a reasonable individual, and that you take pride in yourself and in the work that you do.

LESSON 2: LACK OF ... CAN BLOW AN INTERVIEW

PURPOSE: TO HELP STUDENTS TO RECOGNIZE THAT FAILURE TO PLAN AHEAD CAN SPOIL THE BEST OF PLANS

DIRECTIONS: TAKE TIME TO CAREFULLY READ THE TWENTY-EIGHT POINTS GIVEN AND DISCUSS WITH STUDENTS HOW THESE ITEMS CAN MAKE OR BREAK THEIR CHANCES DURING AN INTERVIEW.

1. Poor personal appearance.
2. Overbearing--overaggressive--conceited, "superiority complains" - "know-it-all".
3. Inability to express oneself clearly--poor voice, diction, grammar.
4. Lack of planning for career--no purpose and goals.
5. Lack of interest and enthusiasm--passive, indifferent.
6. Lack of confidence, of poise--nervousness--ill-at-ease
7. Failure to participate in activities.
8. Overemphasis on money -- interest only in best dollar offer.
9. Poor scholastic record -- just got by.
10. Unwilling to start at the bottom -- expects too much too soon.
11. Makes excuses -- evasive -- hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy -- ill mannered.
15. Lack of social understanding.
16. Marked dislike for school work.
17. Lack of vitality.
18. Fails to look interviewer in the eye (VERY IMPORTANT TO DO THIS).
19. Limp, fishy hand-shake.
20. Unhappy married life.
21. Indecision.
22. Friction with parents.
23. Incomplete or sloppy application blank. (VERY IMPORTANT TO DO THIS NEATLY).
24. Merely shopping around.
25. Wants job only for short time.
26. Little sense of humor. (VERY IMPORTANT)
27. Lack of knowledge of field of specialization (OBVIOUS)
28. Parents make decisions for him/her.

UNIT: II
AREA: D

LESSON 3: GROOMING

PURPOSE: TO HELP STUDENTS PREPARE PERSONALLY FOR JOB SEARCHING AND JOB INTERVIEWING.

DIRECTIONS: AFTER REVIEWING THIS LESSON, INITIATE THE REASONS FOR PROPER GROOMING DURING THE INTERVIEW, WHEN APPLYING FOR WORK, AND DURING WORK ITSELF.

Since first impressions are important, appropriate dress and grooming are important. The student should plan his or her wardrobe carefully so that the clothing is well coordinated, in good condition, neat in appearance and appropriate to the job. Attire and grooming should be considered "tools" to make an instant plus during the interview. Since personal appearance is so very important, the participant can actually endanger the chance for the job with a poor appearance, even before the interview sees the resume or a question is asked.

All applicants should consistently maintain good grooming habits. The female participant should have her hair simply styled but up-do-date, and her make-up should be subdued. A business-like impression requires that business-like attire be worn, and eliminate dangling jewelry and frilly dresses. A thorough Interview Attire Check List should be consulted by the female applicant prior to each interview.

The male applicant most likely to succeed in the job search will be typified by clean, pressed clothes, styled appropriately for the job. Shoes should be conventionally styled and shined. If the job requires a tie, a subdued one is best. Hair should be neatly styled and combed. The interviewee should avoid "fad" clothes. Each interviewee should consult an Interview Attire Check List.

*See next pages for Grooming Check Lists.

GROOMING CHECK LIST

*Female Interview Grooming and Attire Check List

Up-to-date hair style

Freshly shampooed hair

Moderate make-up

Deodorant

Minimal jewelry

No gum

No cigarettes

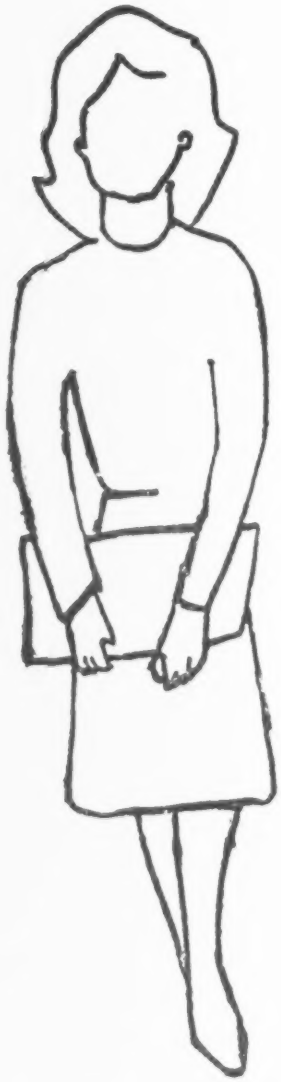
Manicured fingernails

Dress or suit slacks may be appropriate dress for some interviews

Hosiery usually advisable

Shoes polished and appropriate style

Teeth and breath clean and fresh



*Appropriate dress may vary for some specific job interviews. In general, however, the above guide can be used in most interview situations. In all cases, clean attire is a must.

GROOMING CHECK LIST

*MALE INTERVIEW GROOMING AND ATTIRE CHECK LIST

Styled hair

Freshly shaven, or trimmed beard

Deodorant, no cologne

No cigarettes

No gum

Tie to coordinate with suit or sport coat

Nothing in pockets to make them bulge

Manicured fingernails

Shoes shined

No baggy pants, nor too tight

Shirt and tie; suit coat, sport coat or pull-over sweater for business job

Collared T-shirt or sport shirt; non-faded pants, clean, pressed for factory job

Teeth and breath clean & fresh

*Appropriate dress may vary for some specific job interviews. In general, however, the above guide can be used in most interview situations. In all cases, clean attire is a must.

UNIT: II
AREA: D

LESSON 4: LET'S LOOK AT A TYPICAL INTERVIEW

PURPOSE: TO LEARN ABOUT THE THREE MAIN POINTS OF A JOB INTERVIEW AND HOW TO SUCCESSFULLY HANDLE EACH.

DIRECTIONS: AFTER READING ABOUT TYPICAL INTERVIEWS, USING YOUR OWN WORDS, WRITE DOWN THE MAIN POINTS ABOUT EACH PART. DISCUSS THESE POINTS IN CLASS. IF YOU HAVE PERSONALLY EXPERIENCED AN INTERVIEW, YOU MAY WANT TO SHARE THIS WITH OTHERS. WHILE ALMOST EVERY INTERVIEW IS DIFFERENT, MOST SESSIONS FOLLOW THE SAME GENERAL PATTERN. A TYPICAL HALF-HOUR INTERVIEW MIGHT GO ON AS FOLLOWS:

Opening

Generally the first five or ten minutes are spent establishing some rapport between the employer and the applicant. The conversation is casual, in an attempt to make the applicant at ease and comfortable. Relax! And take this opportunity to show your ability to converse and to express yourself intelligently. Take a couple of deep, slow breaths (this will help relax your throat and voice muscles), and start off by giving you an aire of self-confidence by establishing immediate eye contact.

Information Gathering

Now the interview moves from casual conversation with you to questions of a more specific nature. It is during this part of the interview that the employer will want to talk and ask you some questions about your qualifications. She/he may even refer back to your resume or application. This is when you answer some "when", "where", and "why" questions about your background. Don't forget to mention any extra-curricular activities or work experience that relates to the job you are applying for. Think of whatever you have done in the past that is a strong point in your favor now. But don't get too carried away listing your accomplishments. Always try to follow the lead of the interview, and throughout the whole session, be aware that the interviewer is not just interested in what you are saying, but in how you are saying it as well. When answering a question, don't confine yourself to petrified monosyllables, ("yes", "no"); be expressive without monopolizing the conversation. Practice ahead of time with a friend or classmate can be helpful.

A TYPICAL INTERVIEW CONTINUED

Closing

The last part of the interview has come. You have gone through the first two parts with a minimum of trauma, and now the interviewer may ask you if you have any questions, and you panic! Don't be afraid to ask about them, but it also shows them that you are genuinely interested in the job. Having made the decision to research the company ahead of time will help you now.

Before you leave, be sure you thank the interviewer for his/her time, and tell them how much you appreciate having been given an interview. Tell them also how much you are interested in the job - if you are. If you're not interested - say so! It's also a good idea to ask them if and when you should check back with them to see if you are going to receive an offer. Tell them when and where you can be reached by phone or mail.

Not all interviews follow this same format, but most that you will have experience with will be fairly similar. If you have prepared yourself and thought it through in advance, the interview will go 100% better than if you walk into it "cold turkey". If you're ready for the kinds of questions that might come up in the interview, and ready with good answers, you will definitely feel more relaxed and confident. And it will show!

LIST THREE MAJOR POINTS FOR EACH PHASE OF THE INTERVIEW.

Opening:
1.
2.
3.

Information Gathering:
1.
2.
3.

Closing:
1.
2.
3.

UNIT: II
AREA: D

LESSON: 5 WHY EMPLOYERS DON'T HIRE

PURPOSE: TO HAVE THE STUDENT LOOK AT SOME VERY REAL REASON WHY SOME PEOPLE ARE NOT HIRED AND HOW THE STUDENTS CAN HELP AVOID THE SAME MISTAKES.

DIRECTIONS: READ AND DISCUSS IN CLASS THE REASONS LISTED IN THIS LESSON ON WHY SOME PEOPLE ARE HIRED OVER OTHERS. YOU MAY WANT TO ADD SOME COMMENTS OF YOUR OWN PERSONAL EXPERIENCES OR THAT OF A RELATIVE OR FRIEND.

We have listed for you some of the major reasons employers don't hire. Of course it would be impossible to list them all as they are as varied as the applicants who apply and the interviewers who talk to them. For the most part though, rejections will fall into one or several of these categories.

HUMAN MEASURING STICKS

There are no ways to measure people--tests are only indicators--but a reasonable substitute is the individual's TACT, MATURITY, COURTESY, AND SOCIAL UNDERSTANDING.

Pleasing customers is vital, but getting along with your fellow workers is mandatory, and employers will rank the individual who has the better ability to get along well with others, over the individual with perhaps a higher skill level and a lower personal compatability level. When hired, you represent the company and they want people who represent it well personally, as well as in the area of personal performance.

YOU DIDN'T DO YOUR HOMEWORK?

The individual today who just "wants a job" and has not prepared himself to meet the company well by doing "homework" may lose out to a less qualified person who took the time and made the effort to really research the company well (do his/her "homework") before the interview. Neglecting to do this may cost you a job you really want. Companies today want to be more than convenient for the applicant's job needs. They are looking for future employees who are interested in the company and those who can identify with the company's products, services, or goals. If you don't know what the company represents today, you may not be representing the company as one of its employees tomorrow.

YOU MUST LOOK THE PART

Poor personal appearance in grooming can be a problem in the interview--interviewers are used to having people look their best, and you show up looking less than good, it may represent your best to the company, which means that when you show up for regular work, they won't know what to expect. (THERE IS A TENDENCY TO EQUATE HOW YOU LOOK WITH HOW YOU WORK, AND IF YOU DON'T LOOK THE PART, YOU MAY NOT BE HIRED.)

Some appearance factors are particular to special industries. For instance, no matter how handsome or striking in appearance one is, hospitals or food outlets or service, will generally not hire anyone with a full-face beard, hair past the collar, or sideburns lower than the ear lobe.

IT'S CONFIDENCE

Your voice, melody, diction, your words, grammar, body language, eye contact, and how you listen, are all the employer has besides your body and a piece of paper. If you can't communicate well, this can pour enough rain on your job parade to wash out good job possibilities. The interview process is a subjective one for the most part, and depends on the real ways you communicate to make the impression for hire or not hire. Being locked up with tension and communicating poorly says that this is lack of confidence to most employers, and if you are not confident about yourself, how can they be confident about you?

LACK OF PLANNING FOR CAREER

It's sadly true that most people do not really know what it is they want to do, and until they can define their job purpose and goals, it is difficult to make decisions to hire them. Just hiring an individual is an expensive, time-consuming process, and when they don't know what they want, it's very difficult to make decisions about how the individual can best be utilized by the company. Employers know that the best employees are those who have definite job plans for themselves -- and a successful matching in meeting company needs and personal goals at the same time.

Indefinite responses to questions, or no questions about the job, give the employer a lot of negative clues about lack of planning for a career.

SPEAK NO EVIL

Many otherwise outstanding candidates have been voted down because their last previous employers have been shot down by the candidate in the interview. The reaction generally is -- if you leave us, we will be getting the same treatment in some other office -- we don't need this kind of employee. It also creates some questions about the individual's ability to take criticism.

MONEY ISN'T EVERYTHING

These candidates whose emphasis is too strongly on money -- who obviously are out after only the best dollar -- and their only criteria for rating the job is in what it pays, are setting themselves up for some speculation in the interviewer's mind about the length of time that person would be around if some other employer made a slightly higher dollar offer. They don't want to feel that their employee can just be bought. Most employers want some reasonable amount of personal loyalty and commitment to the job as well.

NOT MOVING?

Companies who have needs for movement flexibility in where their employees live do not generally hire individuals who state they will not relocate. Moving can be one of the prerequisites for hire. They can be in sympathy with your reasons for not relocating as they are walking with you to the front door the last time.

ENTRY LEVEL OR TRAINING - YOU DON'T NEED IT??

Most employers have some strong feelings and a lot of experience in what it takes to equip an individual to do their job. Those reluctant to accept training or who come across as dragging their feet starting at an entry level position will be replaced in the interview by someone who will take an entry level or training position. You should be able to convince the employer you now have all of the background, experience or skill needed, or smile through training.

COMMENTS

UNIT: II
AREA: D

LESSON 6: AN EMPLOYER "TELLS IT LIKE IT IS"

PURPOSE: TO HELP STUDENTS UNDERSTAND WHY PREPARATION FROM GROOMING TO A POSITIVE ATTITUDE IS IMPORTANT BEFORE AND DURING THE INTERVIEW.

DIRECTIONS: READ AND DISCUSS IN CLASS HOW AN EMPLOYER SELECTS AN EMPLOYEE.

dear kid

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with the polished shoes and a necktie. What was so special about him? Not experience; neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, A-T-T-I-T-U-D-E. He wanted a job badly enough to get a hair cut and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, many of the people who hire other people aren't "with" a lot of things. We know more about fox trots, and we have some Stone Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there is nothing wrong with the checks we sign.

Ever hear of "empathy?". It's the trick of seeing the other fellow's side of things. I couldn't care less that you needed "bread for your pad". How you pay your rent is your problem, and your landlord's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Look, the only time jobs grew on trees was while most of our country's manpower was wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job by wearing a clean shirt and trying to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find a fellow like that, they can't wait to unload some of their worries on him.

For both our sales, GET EAGER, will you!

UNIT II

JOB SEARCH

AREA E: DURING THE INTERVIEW

LESSONS:
1 INTERVIEWING FOR THE JOB
2 HOW TO BEST PRESENT YOURSELF AT AN INTERVIEW
3 COMMON INTERVIEW QUESTIONS
4 SIMULATED INTERVIEWS
5 BASIC INTERVIEW TIPS
6 INTERVIEW EVALUATION FORMS

OBJECTIVE: STUDENTS WILL BE ABLE TO PREPARE THEMSELVES FOR GETTING THROUGH A JOB INTERVIEW.

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Use of material for small or large group discussion.
2. Use of material to reinforce teacher presentation on "During The Interview".
3. Teacher will be a resource to provide direction and guidance during individual or group activities.
4. Use of students to relate their own experiences regarding job interview.
5. Employer video tapes identifying areas that employers look at during the interview.
6. Transparencies 11, 12, 13, 14, 15, 16 and 17 can be used to supplement these lessons.

UNIT: II
AREA: E

LESSON 1: INTERVIEWING FOR THE JOB

PURPOSE: STUDENTS WILL GAIN KNOWLEDGE OF WHAT HAPPENS DURING AN INTERVIEW, AND WHAT THEY CAN DO TO PREPARE THEMSELVES FOR THE INTERVIEW.

DIRECTIONS: INSTRUCTOR SHOULD INITIATE CLASS DISCUSSION ON PREPARING FOR AN INTERVIEW. MATERIALS SHOULD BE SUPPLEMENTED BY OWN EXPERIENCES AND VIDEO TAPES. ROLE PLAYING CAN BE A GOOD WAY OF GETTING THIS INFORMATION ACROSS.

The interview is the most important part of your job search. It is during the interview that you meet face to face with the employer. It is probably the employer's first chance to meet you and form an impression of you. Likewise, it is your big chance to make a good impression and convince the employer that you are the person to hire.

The purpose of the interview is for the employer to learn about you, your qualifications and experience and decide if you would best fill the job opening. This is also the time for you to learn about the company, the job opening, and duties of the job and what would be expected of you.

When will the interview occur? Sometimes the employer will interview you immediately after you have completed the job application. If you recall, we said that you could be invited for an interview the first time you make a personal visit to follow-up a job lead. If you are given an application to take home to complete and return, the employer may schedule the interview for a few days after he/she has seen your application. You may be asked to call to schedule an interview at a later date.

Let's discuss being prepared for the interview. You should get a good night's rest the night before the interview so you will look rested and be alert. Have your resume ready to take with you. Try to learn something about the company and be sure you know its location and the name of the person who is going to interview you. You should plan on getting to the interview about 10 minutes early so you should know how long it takes to get to the location of the interview and what time you should leave in order to get there 10 minutes early. Be sure not to be late because this makes a very bad impression. An employer will likely not hire you if he/she feels you tend to be late.

Be prepared about what you are going to say. Although the employer will lead the conversation, you should be ready to tell about the schooling, experience and training you have had. You should also be prepared to ask some questions about the job and company. We will discuss these later.

Now, let's talk about good grooming for the interview. The employer's first impression of you will be based on how you look - so you will want to look your best. We talked earlier about some of the basics of good grooming.

1. Be sure to be clean and neat. Take a bath before the interview. Your hair should be neat, clean and combed. Fingernails should be trimmed and clean. Your teeth should be clean and brushed. Males should shave or have their beards well trimmed. Females should not use too much make-up. Males and females should not wear too much cologne or perfume.

2. Be sure to dress appropriately. This means you should dress as you would for the job. Don't dress as you would for a party or a night out on the town thinking this would make a big impression. The employer wants to see if you have common sense and will fit in. Be sure to check your buttons and zippers and make sure your clothes are clean and pressed. Shoes should be cleaned and polished, and purses cleaned and organized.

Plan on going alone to the interview. You don't want the employer to think you can't handle a job by yourself. If someone does drive you, ask him/her to remain in the car outside of the building.

When you arrive in the office be sure to use your best manners. Tell the receptionist your name and the time you have an interview. Be pleasant to anyone in the office. The receptionist may ask you to sit and wait a few minutes. Thank the receptionist, then sit down and wait patiently and quietly until your name is called.

When you are called into the interviewer's office, enter and greet the interviewer. Be sure to smile. Say the interviewer's name if you know it and can say it correctly. If the interviewer doesn't call your name, he/she may not know it so you will need to introduce yourself. Be sure to give your full name. You display poise and self confident when you offer to shake hands. When you shake hands, do so firmly - not too limp or too hard. You should stand until the interviewer invites you to sit down. You may be asked to have a seat or the interviewer may simply nod toward a chair. When you do sit down, use good posture. Don't slouch or slump in your chair. Sit with both feet firmly on the floor. Be sure not to chew gum or smoke - even if the interviewer says you may. Be careful about any annoying mannerisms you may have such as biting your nails or adjusting your clothes.

It's quite normal to be nervous during your interview. The interviewer will probably expect you to be a little nervous so just try to relax. Don't fidget in your chair or wring your hands. Don't touch anything on the interviewer's desk and don't place any of your belongings on the interviewer's desk.

Have a positive attitude during the interview. Emphasize the things you can do. Be alert and act interested in what is being said. Be courteous and pleasant. Smile frequently. Be sure to look your interviewer squarely in the eye, but without staring or glaring. Many people don't trust someone who won't look them in the eye.

Let the interviewer take the lead during the interview. Respond to each question being sure to speak loudly and clearly enough to be heard. Don't just answer with a "yes" or "no", but give additional information or reasons.

You should be prepared to answer the following questions:

1. What type of job do you want?
   Don't say "anything". Be prepared to state the job you want or the type of job you would like, and why.

2. An interviewer may ask you to tell something about yourself. Tell about your educational background, previous jobs and experience, training, etc. Be sure to stress your previous responsibilities.

3. What experience have you had in this type of work?

4. Where are you working now? What are your duties there?

5. Why do you want to leave your present job?
   Be honest. If you are having trouble with your boss, the interviewer could find that out easily enough. Remember the tactful, positive approach. State that you are interested in handling more responsibilities, advancing in your job, wanting to make a better living for your family, etc.

6. What qualifications do you have?

7. What hours could you work?

8. What pay do you expect?
   If the interviewer doesn't tell you the pay for the job and asks you what you expect, be prepared to state the typical range of pay for the job.

9. Why do you want to work for this company?

10. How well do you get along with other people?

11. Who are your references? May I check with them and your present employer? If your present employer doesn't know you are looking for a job and you don't want him/her to know yet, you should tell the interviewer that your present employer is unaware that you looking for a job.

The interviewer will probably tell you the duties of the job, its pay, working hours and who your supervisor will be. However, be sure you know the answers to these questions before you leave the interview. If the interviewer asks if

you have any questions, you could then ask these questions if you haven't talked about them yet. You should also be sure you know the answers to these questions:

* What are the fringe benefits?
  (Insurance, vacation, sick leave, etc.)

* What are the chances for advancement?

* Is this a temporary or permanent job?

* Can you think of any other questions you need to know about the job?

When the interview is over, the employer may offer you the job immediately. You will need to decide then or ask if you may have a day or two to decide.

The interviewer will probably tell you that he/she will call to let you know the decision in a few days. You will then leave, thanking the interviewer for his/her time and the opportunity to interview for the job. Be sure to smile.

If the interviewer doesn't say when the decision will be made or if he/she will call you, you may ask if you will be called when a decision is made or ask when a decision is expected.

Some employers may ask you to take a pre-employment test either before or after the interview. These tests are to check your abilities, such as a typing test for a secretary or a math test for a salesman. Be sure to take any pre-employment tests you are asked to take.

UNIT: II
AREA: E

LESSON 2: HOW TO BEST PRESENT YOURSELF AT AN INTERVIEW

PURPOSE: TO HELP STUDENTS IDENTIFY AND UNDERSTAND THE SPECIFICS OF PREPARING FOR AN INTERVIEW.

DIRECTIONS: CLASS LECTURE, TO DEMONSTRATE THE VARIOUS AREAS STUDENTS NEED TO BE AWARE OF WHEN PREPARING FOR AN INTERVIEW.

1) **BE PREPARED** - There are two main ways of preparing for an interview:

   A. Research the company. - Go to a public library or chamber of commerce, etc., and ask for information about the company you're being interviewed by. Things like advancement possibilities, product, sales approaches, company history, etc., are helpful to know.

   B. Prepare a personal inventory. - Make a list of those things which make you valuable as a possible employee. Such things as experience, schooling, and interests may help in the interview to show how you'll be good at some specific job. You might include here a letter of reference from a past employer. This will help prove your worth at the interview.

2) **ARRIVE ALONE** - Never go to an interview with your friends. The employer wants to see you, and you alone. This gives both of you a better chance to concentrate on each other and the interview.

3) **MAKE A GOOD PHYSICAL APPEARANCE** - the most common law of interviewing. Remember, an employer is trying to get an "impression" of you in a very short time. Clean clothes and a neat appearance will help him remember you in the best possible light.

4) **BE PROMPT** - Always be on time for an interview. It will reflect how you'll perform on the job.

5) **RELAX** - This may be the hardest task of all. Keep in mind at all times that YOU ARE VALUABLE. The employer needs you or someone like you to fill a position. Remember, this is your chance to interview the "company" too. You are interviewing him just as he does you. Be as calm as possible. And be yourself!

6) **ANSWER QUESTIONS CLEARLY** - Often job-hunters ramble on after answering a question, hoping that this rambling will uncover some good character traits that the interviewer may have missed. This will almost always work against you. Listen carefully to questions, and answer them as honestly and clearly as you can.

7) **LISTEN** - Another hard lesson to learn. Remember, the interviewer is sizing you up ... but he also wants you to know just what will be expected of you if you're hired.

8) **ASK QUESTIONS** - This goes back to being prepared. Come to an interview with some questions of your own. You might want to know about the company's history, chances of advancement, etc. It is not wise to start the interview with questions about salary, time off, etc. Leave these questions for last.

Here are a few things NOT to ask at an interview:

- When do I get a raise? (you're not even hired yet)
- How long do I get for lunch?
- When do I get paid?
- How many breaks are there each day?
- How soon do I get a vacation?

You can see why these are not good questions. They make it seem like you're only interested in what you'll get, not in what you want to give to the job.

9) **FOLLOW-UP** - You might close the interview with a positive statement like, "Mr. Jones, thank you for the time you've spent with me. I know I could work well for you and I hope you'll consider me when it comes time to hire." Always thank the interviewer. It is both a matter of courtesy and a way to get him/her to remember you as someone special.

You might even write the interviewer a short note to thank him for his time and consideration. This will pay off for you in the end.

10) **ENJOY IT!** - Looking for a job can be a very exciting experience. Take advantage of the chance to meet a wide range of people in different jobs and businesses. Keep in mind that every working person has struggled with first interviews and survived them. Take a deep breath, relax, and charge ahead.

REMEMBER - This list is only a suggestion of things to do and expect. Each interview is different, as is each person. Keep in mind that there are certain rules which will help you on your way ...

HAPPY HUNTING!!

UNIT: II
AREA: E

LESSON 3: COMMON INTERVIEW QUESTIONS

PURPOSE: TO FAMILIARIZE STUDENTS WITH COMMON INTERVIEW QUESTIONS AND APPROPRIATE RESPONSES TO THEM.

DIRECTIONS: THIS LESSON CAN BE USED FOR CLASS DISCUSSION AND PRACTICE REGARDING PREPARATION FOR THE INTERVIEW SITUATION. STUDENTS WILL GAIN AN UNDERSTANDING OF THE EMPLOYER'S INTENTIONS FOR ASKING THE QUESTIONS AND THE RATIONALE FOR CERTAIN ANSWERS.

An interviewer has the task of discovering what kind of person and worker you are in the short time period of about an hour or even less. Therefore, the questions asked by interviewers are fairly standard from one interview to another since all interviewers are trying to obtain the same type of information. On the following pages, these typical questions will be listed with a description of how you should answer each one.

1. **Tell me about yourself**

When an interviewer says, "Tell me about yourself," he is asking you to tell him about yourself as a person, not merely about your job skills. The type of answer you should give follows the same guidelines as you followed in providing personal information in your resume, and you can refer back to this to remind yourself about what you should include. Try especially to provide information that may indicate something you have in common with the interviewer, so that you are no longer a stranger to him. Perhaps his children attend the same school as yours do, or you follow the same sports, or have lived in the same city, or his parents had a background similar to yours, or you have the same hobby. These are the specific items you should mention:

a. Previously Met - If you have met or seen the interviewer before or heard any favorable comments about him, tell him so.

b. Common Friend - If you know someone who works in the company or who knows the interviewer, mention him since this establishes a common acquaintance.

c. Hobbies and Special Interests - Tell him what your hobbies or special interests are, especially if they might be job related, such as drawing, building gadgets, designing your own clothes, doing seasonal work as fixing cars, etc. Also include non-job-related special interests such as being a strong football fan, coin collecting, and keeping tropical fish.

2. Have you ever done this kind of work before?

You should never say "no" to this type of question, since no two jobs are alike and so, of course, you have never done exactly this same work. In all jobs, new skills and rules and details must be learned. A cook in one restaurant will never be preparing exactly the same foods with exactly the same equipment and exactly the same schedule as in any other restaurant. What the interviewer wants to know is whether you can learn to do the job in a reasonable time. Consequently, mention all of the experience you have had that makes it likely that you can learn quickly to do the work required in this specific job. Tell him about:

a. Your past experience
b. Your education and training related to the job
c. Nonpaid experience related to the job
d. How quickly you have learned that type of work in the past.

As an example, the school principal asks you if you have taught Spanish, since the opening is for someone who can also teach one Spanish class. You haven't, but you would tell him that you took Spanish in college, have taught grammar and English, have an aptitude for languages, had spent time in Mexico, and would have no trouble handling it. Similarly, the interviewer might ask you whether you have worked as a bookkeeper and you haven't, but you could mention facts such as you kept some books as part of your previous jobs as a secretary, you maintain an exact book of records of your family expenses, you had a bookkeeping course in high school, you're good with figures, and you're sure you could learn the necessary details quickly. If you are asked about whether you have worked as a furniture salesman, you would similarly describe any selling experience, your interest and knowledge of furniture, your general ability as a salesman, and your assurance that you would learn very quickly.

3. Why do you want to work here?

When an interviewer asks you why you wish to work for his company, he is attempting to learn whether you will be satisfied with your job and likely to stay. To reassure him, you should mention as many positive features as you can about the company, such as:

a. The reputation that the company has and your pride in telling people you work there
b. You heard that the company is very fair and appreciates hard working employees (mention any employees who have described it to you).
c. The company has the kind of job that you are good at and like to do.
d. Convenience of job location to your home or to transportation facilities.
e. You like this type of work and you feel you can do a good job.

4. Why did you leave your last job?

When the interviewer aks you why you left your last job or why you want to leave your present job, he is trying to determine whether you had difficulties that may also arise in his company. This same question is also asked on some employment application forms. It has been discussed that employees usually leave a job for many reasons and that you should mention only those reasons that are favorable to you.

The fact that you did not do well in one company does not mean that you will not do well in another, so you shouldn't be concerned about leaving unmentioned any problem you might have had there. This situation might very well have been unique and would never again occur.

Some of the common reasons for leaving a job are that the company had a cut-back or a layoff; it was a seasonal job, it was a temporary job, it was only part time, it was only a good job while you were in school, it required too much travel away from home, it was not in a part of the country where you wanted to live, or the company was not doing well and could not keep up with the standard salary level. Other contributing factors may have been that you wanted to go into a different line of work for which you were well qualified and more interested, or that your company had a reorganization and didn't require the position you had any longer.

Avoid saying that you were fired, if you were; rather, mention the other factions involved, such as the job not being sufficiently oriented to your training and abilities, or that it involved a great deal of travel.

Whatever reasons you give point out that the job for which you are being interviewed does not have the same problem that led to you leaving your last job. If you say that you left your last job because your other job involved too much travel, or was in a different area, or was not up to your skills, then point out that this job does not require travel, is in a part of the country where you want to live, or is more in line with your training aptitudes. If you were fired because of medical reasons, explain that they have been professionally taken care of. If you were fired because of family problems, assure the employer that they have been taken care of. Whatever the reason, explain in a positive manner how the situation has been, or will be, corrected.

In describing your last job, say as many positive things as you can about it even if it had many undesirable features--all jobs do. Do not say anything negative about the company or the supervisor--only that your needs did not fit in with the job. If you criticize the company or supervisor, the interviewer will view you as someone who is likely to do the same to him if you are hired in his company. On the other hand, he will regard you as appreciative and pleasant if he hears you speaking in a positive way about a company you left and will feel that you are likely to be appreciative and pleasant regarding the job for which are interviewed.

5. What kind of salary do you need?

When you are asked about your salary requirements in an interview, the interviewer is attempting to determine whether your expectations are too high for them. Of course, you want as much as the company is willing to pay. By naming a salary at this stage of the hiring process, you can only harm yourself. If you mention a lower salary than the interviewer has in mind, you may be hired at a level less than is standard and below what you might have obtained. If you mention a higher salary, it may be more than what he had been thinking of paying and he may well terminate the interview and decide he can't afford you. The wise course is to avoid mentioning any specific figures or even a salary range until he has decided that you are the right person for the job and has offered it to you. Having decided that you are a good potential employee, he may well decide that he is willing to start you off at a higher salary level.

One way to answer the question of your required salary level is to tell the interviewer that you would work for whatever he feels is fair based on your qualifications and the company's standard salary level for that postion. You might do this by saying, "I know you'll pay as much as I am worth to you and I can't ask for much more than that." or "You probably have set rates and whatever that is, I'd feel that was fair," or "Your company has a reputation for fairness so I know you will pay an amount that is right for me."

After the interview is over and you have definitely been offered the job, you can then decide whether the salary is high enough. If the salary offered is too low when the job has been offered, tell the employer about the problem that you have in accepting the job. Tell him that you believe you can do better elsewhere, or that you have been paid more in similar jobs in the past, or that you have another possibility or offer that pays better, whichever one of these reasons applies to you. Tell him all of the positive attractions of the job he has offered and how much you wish to accept it if only the salary could be increased somewhat. Explain that your decision to accept would be much easier if he could find some way to offer a higher salary. If he is unable to do so, suggest that you would feel more comfortable if you had some assurance that a raise or promotion might be possible in the near future if your work will justify it.

6. Why should we hire you instead of someone else?

When you are asked this direct question, the interviewer is asking you, in a sense, to make his decision for him. If you have to hesitate or can think of only one or two reasons, then he will feel that the reasons are not too obvious or are not sufficient. You should quickly list your skills and positive characteristics. Some of these might be: I'm friendly and get along well with everyone; I'm very experienced; I'm very good at that type of work; I'm conscientious; I'm efficient; I'm a company man for whoever I work for and give everything I've got; I don't have to be supervised and always get my job done

correctly and quickly; I like this company and would enjoy working here; I'm not a clock-watcher; I'm dependable and don't take time off; I've got many extra skills that would be useful in the job besides the ones that are needed; I work harder than other people; I am always willing to work overtime and get the job done.

7. How much where you absent from work in your last job?

An employer wants to be able to depend on his employees being present, and this question is designed to determine whether he could depend on you. If you were absent a good deal because of some reason, tell the interviewer what the reason was and why you feel that will no longer be a problem. For example, "I was out for a gall bladder operation but I'm cured and that's no longer a problem. I'm in great health and don't expect to be taking any days off." If you are elderly or are a mother of young children or have some type of visible impairment such as a missing limb, this question of dependability is more likely to be asked. The same is true of some types of jobs that have an especially high absence rate and suffer a serious disruption when employees are absent, such as production line work. In answering this question, stress what your past reliability has been and give assurance of your future reliability.

8. How is your health?

A question about your state of health has the same intent as the previous question--how reliable an employee will you be. This is not the time to talk about your athlete's foot or an appendectomy you had as a child, or a backache or headache. The interviewer wishes to know whether you are likely to be absent because of health problems. You almost certainly do not intend to let health problems interfere with your job and so you should tell him that "My health is excellent." or "I have no health problems that will interfere with my work." Depending on your specific history, you could say, "I've never been out of work because of illness" or "I've never been out of work for sickness for more than one day at a time" or "I don't let small things interfere with my job."

If you have a physical problem that is not visible to others, such as a blood pressure condition, a sore arm, a rash on your back, a slight hearing difficulty, or kidney problems, do not mention them unless they are so serious that they would prevent you from being a reliable employee. This is rarely the case, if ever, since almost all such conditions can be treated medically to a degree that enables you to function adequately in almost all jobs.

Suppose, however, that you have a physical problem that is visible to the interviewer. He will want to be assured that it will not make you unreliable or incapable of doing your job. Examples of such physical

problems are that you are in a wheelchair, you have a missing arm or leg or hand, you are blind, or you have a large hearing loss and are wearing a hearing aid. The first rule here is to have obtained a letter from your doctor to give to an interviewer stating that your physical problem does not require extensive additional treatment and does not interfere with your general ability to work.

The second rule is to mention the problem before the interviewer does, since he may feel embarassed about discussing it and yet maintain a bias because of it.

Third, point out how you function normally in spite of the handicap by engaging in some action that you can perform that relates to your problem. For example, if you wear a visible hearing aid, ask him to whisper and turn up your volume control and repeat what he said. Or, if you have an artificial limb, pick up a piece of paper or some other object and also show him how you write. If you are in a wheelchair, show him how you can maneuver easily around the office and through doors. Tell him how well you function in spite of the disability, but be sure to actually demonstrate since the actual performance is more convincing than any statement. Then ask him to think of any situation he thinks you will have problems with and demonstrate to him how you will handle it.

The fourth rule is to point out how your disability actually makes you a better than average worker. Point out to the interviewer that when nonhandicapped workers see you working so well even with the handicap, they stop finding excuses for not being able to work very hard themselves. Also tell him that handicapped workers are usually very loyal to their employer and are less likely to complain and less likely to change jobs. These advantages apply to almost any disability and, in addition, point out advantages that exist because of your specific disability. For example, if the employer knows you are an alcholic, you can point out that now that you have recovered, you don't drink at all so you have less problems than most people who may occasionally have too much to drink. If the employer knows you have a criminal record, tell him that, because of your record, you can't take chances at all and wouldn't even think of taking a pencil by mistake as other people do since you have too much to lose. If you are in a wheelchair, you can point out that you are less likely than others to wander off and talk to others since more effort is required; also, it is important to your health to stay busy constantly. If you are blind, you can point out that your other senses are more developed than normal and that you have developed the habit of maintaining constant alertness.

9. When are you available for work?

When you are asked how soon you can start work, tell him as soon as possible. Many factors may be causing your hesitation about committing yourself, but now is not the time to mention them. You may not be sure

you want the job, but this is something you can go home and think about and discuss with your friends. If you decide against it, you can call him as soon as you decide. However, if you express hesitation now, you may not receive the offer. Another hesitation you might have is that you are not sure how soon you can leave your other job, make travel arrangements, or cancel other appointments. If you mention these problems now, you may not have any reason to make these arrangements. Once the job is offered, try to make the necessary arrangements, and only if you can't should you call the employer and tell him you need the extra day or week before starting. If you find your current employer desires a week or two notice, then your new employer is likely to respect you for this and gladly allow you to start later since he knows now that you will do the same for him. A third reason for hesitation might be that you are waiting to hear about another position you applied for. In this situation, also, you should tell the interviewer you desire to start as soon as possible. Once the job is offered, you can then call the other job possibilities you have interviewed for and explain that you have an offer but would rather work at their company and request a decision before you have to make a decision. In general, an employer will have an increased estimate of your value as a worker if he knows you have other job offers, and he will also be flattered by your preference for him.

10. What are your greatest strengths?

When asked this type of question, mention all of your positive aspects: your skill, reliability, experience, enthusiasm, efficiency, organization, pride in a job well done, ability to get along with others, and so on. If the question is, "What is your single greatest strength?", mention something about your personal reliability, but also add that you have several major strengths and add them to your description.

11. What are your weaknesses?

Do not describe any possible weaknesses when asked this question. If some weaknesses exist, such as lack of experience or reliability, you surely intend to overcome them, so there is no reason to draw attention to factors that will probably not occur. Mention nothing negative. Instead, respond by telling him that you have no weakness that will prevent you from being an excellent employee. You might also state once again briefly your strongest points at this time.

12. What five words would you say describe you best?

When asked to select words to describe yourself, select only positive aspects. As in the previous questions, do not mention anything negative, but rather, answer as if you were asked to describe your strengths. Some words that might be appropriate include: reliable, conscientious, friendly, honest, cooperative, easy to get along with, hardworking, energetic, skilled, experienced, pride in work, responsible, respected, enthusiastic, dedicated, and likeable.

13. What was your last employer's opinion of you?

The best answer to the general question about your last employer's opinion of you is to have an open letter of recommendation from your last employer, which you can then summarize and show to the interviewer.

Unless you were fired, your employer must have thought well of you or else he would not have continued to employ you. Of course, there are always some minor annoyances that everybody feels about any other person and the same is true about employers and employees. Since you wish to emphasize your positive characteristics, mention only those items that were positive and do not mention any of the negatives. Even if you recognize that there were some things about you that your employer didn't like, do not exaggerate their importance by mentioning them here. Some of the aspects of your work that you feel your employer liked or, at least, did not complain about, might be your high level of skill, your trustworthiness, your reliability, your ability to get along with some people that most others couldn't get along with, your promptness, your willingness to work overtime when needed, and your good customer relations. If you can't think of any, try to remember a chance compliment he gave you in passing and repeat it.

If you have an open letter of recommendation, it will speak for itself and you should give it to the interviewer. If not, suggest to the interviewer that he contact your employer, and express your assurance that you would receive favorable comments such as, "I know he will speak very highly of me. I worked for him for two years."

If you were fired or did get along badly with your previous supervisor, you might consider not mentioning any particular employer on your resume if you feel that the situation would not repeat itself with other employees. However, you must be honest, so if your application form requires you to list his name, do so. You may be surprised to learn that your employer still had a very high regard for many of your abilities even though you were fired. Of course, the interviewer may not contact him; most do not. However, assume the best and mention only those qualities that you feel the employer liked.

14. What are your long range goals?

This type of question is sometimes phrased as "What kind of job do you hope to have in 10 years?" or "How long are you thinking of working for this company?" or "What are your future plans?" The interviewer is trying to find out whether you are serious about staying with this company or whether you are using this job only as a temporary stopover, or will be dissatisfied after a while. So you should try to assure him of your intention to stay with the company and to grow in your career within the company, which, of course, you probably want to do if the job proves to be satisfying to you.

If you know beforehand that this company has many opportunities for advancement and encourages it, tell him that you "hope to become valuable to the company and to be promoted" as you earned it. However, be cautious in

making this type of statement, since it can easily be interpreted as already showing dissatisfaction with the job at which you will be starting. Similarly, if you mention a particular position as your objective, such as "I want, eventually, to be the head of a shipping department," your statement can easily be misinterpreted as revealing future problem of competition.

The items to stress are that you like the company and that you hope to become a valuable employee to the company. As to your plans for staying with the company, reassure the interviewer with information such as "I don't plan on moving away, having a baby, getting married and moving, or going back to school," "I see no reason why I won't stay with this company for a long, long time. I know I'll be very happy with this company." "I like this area and don't ever plan on leaving," or "This job is just what I enjoy doing and I don't see any reason for leaving it."

The principal facts to mention are that you like the company, you like the work you'll be doing, you like the area, and that you have no plans that would require you to leave the job.

15. What kind of machines or equipment have you worked with? What kind of equipment can you operate?

If the interviewer asks this question, then obviously, skill in operating machines is important and you should inform him completely of your experience and capability. Be very specific in mentioning equipment by giving the exact names of the machines you have operated, if you can recall them, thereby providing evidence of your familiarity, such as saying, "I've worked with the Acme Model 85 Arc Welder," or "I've used the IBM Selectric." However, also be general and mention all machines you can operate such as "I can operate Ditto machines, mimeograph machines, and complicated copying machines that collate automatically. I can use either manual or electric typewriters or the special type that has automatic spacing. I can use lettering equipment, such as the Leroy type, and can operate a switchboard." The more equipment you can operate, the more apparent it is that you are capable of learning about any other type that might be required on the job, even if you have not operated that type. If the interviewer asks specifically about your ability to operate a machine you haven't had experience with, do not say you haven't had experience, but, rather, describe what types of similar machines or other machines you can operate and express your confidence that you can learn quickly.

16. Can you work under pressure or tight deadlines?

This question indicates that your job will involve working under pressure and deadlines, so reassure the interviewer by giving examples from paid or unpaid activities that involved deadlines and pressure. You might mention: episodes from your military service when a maneuver was made without notice; how you handled the last two days of political campaigning in your volunteer

work; how well you performed when a large rush order suddenly had to be filled; how you managed to prepare for three final exams in one day in school; or how you handle a crisis when your boat was caught in a storm. Mention several examples, stressing how capable you were in rising to the occasion, that you did not mind the stress, and possibly enjoyed it.

17. How old are you?

If an interviewer asks how old you are, he is usually expressing some concern that you are either too young or too old for the job. The general rule for you to follow is to reassure him that your age will not present a problem and, furthermore, has some advantages.

If you are an older person, the interviewer may be concerned that you cannot change your ways, that you will resent being supervised by a younger person, and that you may be very close to retirement. You should reassure him about these matters. In addition, you should point out the advantages of your advanced years, which include the facts that you are now very settled in the area and not likely to move around or change jobs frequently; that you have mature judgment and good common sense; that you have many different skills and are therefore adaptable to changing job requirements; that you have an established sense of responsibility, a long history of punctuality and reliability; and, if applicable, that customers usually have more trust in older persons.

If you are very young, the interviewer is probably concerned that you are likely to leave soon, return to school, move from the area, or be unreliable and frequently absent or late. In your answer to his question about your age, you should reassure him about each of these possibilities. In addition, mention some of the advantages of being very young, such as that you are quick and eager to learn; that you do not have any bad work habits; that you are in very good health and therefore don't expect to need to take sick time; that you are especially eager to prove yourself and so you are willing to take on any new assignments; and that you are very willing to accept criticism or suggestions because you know you have much to learn.

18. Are you thinking of going back to school or to college?

An interviewer will usually ask this question only of a young applicant, and he is concerned that the person will be quitting soon, just as when he asked a young applicant how old he was. You should reassure him by mentioning considerations such as your desire to work for a few years or that work is very important to you, or that you have no desire to continue schooling and you want to build a future for yourself, or that you will take courses only at night. If you do not have a high school diploma, you may impress the interviewer by telling him that you definitely are going to attend classes in order to obtain your diploma, but intend doing so at night.

19. Are you married?

When the interviewer asks whether you are married, he is usually concerned that your marital status may present a problem in your job. In general, the fear is that a married person may be too tied down by family responsibilities to be flexible or dependable on the job, and a single person may be too unreliable. The answer you should give involves assuring the interviewer that your married or single status will not cause any interference with the job. Furthermore, your answer should include a statement of the advantages for the job being single or married.

If you are married, you can point out that:

a. You are not going to be changing jobs because you have family responsibilities.
b. You are established in the area and your family likes it there.
c. You are able to travel and work overtime since your marital partner knows that is part of a job and accepts that fact.
d. You have made arrangement for the care of your children while you are working and will not need time off from work if they are sick. This point is especially important for women with young children.
e. Your marital partner has a permanent job and wants to remain in this area. This point is especially important for women since employers are often concerned that the woman may have to quit to be with her husband if he leaves the area even though she is happy with her job.
f. Talk about your marital partner and children, stating what kind of job your partner does and what your children's ages are and what school they attend. The interviewer may know your partner, be interested in his type of job, or have children the same age, thereby establishing a common area of interest between you.

If you are single, you can point out that:

a. You can travel in your job or work overtime without restriction since you have no family to tie you down.
b. You like the area and have friends or relatives here and intend to stay.
c. That marriage will not cause you to move. This is especially important for single women.

UNIT: II
AREA: E

LESSON 4: SIMULATED INTERVIEWS

PURPOSE: HAVE STUDENTS PARTICIPATE IN AND OBSERVE SIMULATED INTERVIEWS. SET UP SEVERAL INTERVIEW SITUATIONS FOR THE STUDENTS TO ROLE PLAY.

DIRECTIONS: VOLUNTEER STUDENTS WILL ROLE PLAY THE EMPLOYER AND JOB APPLICANT IN SIMULATED JOB INTERVIEW SITUATIONS SET UP BY THE TEACHER. THE INTERVIEWS COULD BE VIDEO TAPED THEN PLAYED BACK FOR EVALUATION PURPOSES.

STUDENT OBSERVERS WILL RATE BOTH PARTICIPANTS IN THE INTERVIEW BY USING THE EVALUATION FORM GIVEN BELOW. USE A SCALE OF 1-10 (TEN BEING THE BEST).

ANOTHER WAY WOULD BE TO HAVE LOCAL EMPLOYERS COME INTO THE CLASSROOM TO CONDUCT THE INTERVIEWS.

THE TEACHER WILL HELP THE CLASS EVALUATE THE INTERVIEWS AND SUMMARIZE EFFECTIVE BEHAVIOR. THE PARTICIPANTS SHOULD BE ENCOURAGED TO SHARE THE FEELINGS THEY EXPERIENCED DURING THE INTERVIEWS.

Rate the interviewee in the catregories given:

_____ Appearance	_____ Eye Contact
_____ Posture	_____ Voice
_____ Personality	_____ Strategy
_____ Gestures	_____ Facial expression
_____ Response to questions	_____ Other

LESSON 5: BASIC INTERVIEW TIPS

PURPOSE: TO PROVIDE A SUMMARY OF GENERAL RULES THAT APPLY TO THE INTERVIEW.

DIRECTIONS: Selling yourself to an employer in the brief time alloted in a job interview is an art. The interview is usually the final step in the application process, and in most cases, it is the factor which determines whether or not you are hired. The following are some general rules which can significantly improve your chances of having a successful interview. Read them carefully and summarize in your own words some general rules which you plan to follow.

1. **GO ALONE:** If you feel you cannot perform successfully on the job interview without the support of a friend, the employer is likely to think that you are incapable of working alone on the job as well. Taking a friend along on the interview will be interpreted as a sign of immaturity and is certain to doom you to failure from the beginning.

2. **BE ON TIME:** If you are late for the interview, the employer is likely to assume that you will also be tardy for work. It is best to arrive about ten minutes early. Do not get worried if you are kept waiting. It is the policy of some companies to purposely keep applicants waiting in order to see if they become upset easily.

3. **EXHIBIT SELF-CONFIDENCE:** The employer is looking for a responsible, mature person who will be an asset to the firm, someone with a fair degree of self-confidence. Sell yourself on the basis of your motivation, skills, and experience. Never act desperate or make an appeal for sympathy. The employer is in business to make money and will hire you because you can contribute something to the company, not because you need a job.

4. **DON'T CRITICIZE:** The interview is not the place to make recommendations for changes or improvements to the employer's company procedures. His approach may be different from that of the last company for which you worked. You may prefer the methods with which you are familiar, but at this point you cannot possibly have sufficient enough understanding of the situation to make a judgment. Save your recommendations until you are on the job. Instead of criticizing, you should stress your willingness to learn any new methods and procedures that will help you do a good job.

5. **BE FRIENDLY:** Smile and don't look unhappy or bored. It is important that you communicate to the employer that you can get along well with people. Show him/her that you are outgoing and can express yourself in a relaxed and confident manner. As you talk, look at the interviewer. Speak clearly and loud enough to be heard, do not use slang expressions.

6. **TRY NOT TO BE TOO NERVOUS:** The interviewer expects some uneasiness, but if you act overly nervous, he may think you are incapable of handling a pressure job. Don't allow your nerves to show themselves by gum chewing, smoking, laughter, mumbling, or fiddling with your hair or keys. These acts are likely to distract the interviewer and make a bad impression.

7. **LEARN THE INTERVIEWER'S NAME AND USE IT:** Usually a receptionist will introduce you to the interviewer. However, this is not always done and you must be prepared to introduce yourself and indicate the type of job for which you are applying. Listen carefully for the interviewer's name, and if necessary, ask him to repeat it. It is a good idea to request a business card since it will also provide you with information regarding his position with the company and where he can be reached.

8. **DEMONSTRATE STABILITY:** Be prepared to convince the employer that you are stable and will stay with the job if hired. This is especially important if your work history is sketchy or reveals "job hopping". You will probably be asked your reasons for leaving previous jobs, and you have to answer truthfully. If you were fired or left under bad circumstances, explain them in the most positive way that you can.

9. **BE HONEST:** Unless the interviewer asks you, you are not obligated to bring out information which would hurt your chances for employment. You must, however, give truthful answers to all of the questions asked. you must convince the employer that you had sound reasons for coming and that you plan to stay.

10. **SHOW WHY YOU ARE A GOOD CANDIDATE FOR THE POSITION:** Discuss your education, job experience and interests, but don't overlook volunteer work and life experience. Bring up anything that makes you qualified for the position.

11. **DON'T DWELL ON MONEY:** Don't begin your interview with a lot of questions about wages and benefits. These are important considerations which should be discussed but it is best to first emphasize your interest and capabilities for the job.

12. **ASK QUESTIONS:** Questions provide you with information and indicate that you are interested in the job and understand something about it. When the employer asks you if you have any questions, never respond by simply saying yes or no. It may be interpreted as a lack of interest.

13. **DON'T OVEREMPHASIZE CAREER ADVANCEMENT:** Although an employer wants someone with goals, he is more interested in filling the job at hand. You should let him know that your attitude toward work is serious, but placing too much emphasis on advancement will likely cause the employer to fear that you will quickly grow bored with the available position.

14. **SHOW FLEXIBILITY AND WILLINGNESS TO WORK:** You may be asked whether or not you would be willing to work overtime, evenings or weekends. Answer truthfully, but be aware that saying no will probably cost you the position.

    You should be prepared to accept or reject a job offer at the time of the interview, and if asked when you can begin work, you should be available immediately or within two weeks if you are currently employed, or request two days to make your decision. The good impression you made at the interview can be destroyed by a vague or noncommittal response to a job offer. If you do not make a definite commitment, the job may be offered to someone else.

15. **DEMONSTRATE LOYALTY TO THE EMPLOYER:** You have an obligation to give your employer at least two weeks notice that you plan to leave your job. You should not speak badly about him or reveal information that was given to you in confidence. If you are disloyal, your new employer will have reason to think that some day you will treat him/her in a similar manner.

16. **EVALUATE THE INTERVIEW:** At the close of the interview, determine whether you have said and done everything to be fully considered for the position. If so, ask when you will know whether or not you have been selected. Don't overstay your welcome. When the interview is over, thank the employer for the consideration shown you and leave.

UNIT: II
AREA: E

LESSON 6: INTERVIEW EVALUATION FORMS

PURPOSE: TO ALLOW STUDENTS TO UNDERSTAND THE AREAS ON HOW THEY CAN BE EVALUATED DURING AN INTERVIEW.

DIRECTIONS: DISCUSS WITH THE CLASS THE TYPES OF EVALUATION TOOLS A COMPANY CAN USE WHEN INTERVIEWING A PERSON FOR A POSITION WITH A COMPANY.

JOB CANDIDATE INTERVIEW-EVALUATION SHEET

Directions:

Circle one number only for each item — 5 = excellent
4 = very good
3 = good
2 = fair
1 = poor

1.	Prompt	5 4 3 2 1
2.	Well groomed	5 4 3 2 1
3.	Suitably dressed	5 4 3 2 1
4.	Well postured	5 4 3 2 1
5.	Polite	5 4 3 2 1
6.	Well mannered	5 4 3 2 1
7.	Good work habits	5 4 3 2 1
8.	Well informed	5 4 3 2 1
9.	Confident	5 4 3 2 1
10.	Frank	5 4 3 2 1
11.	Well spoken	5 4 3 2 1
12.	Cooperative	5 4 3 2 1
13.	Enthusiastic	5 4 3 2 1
14.	Curious	5 4 3 2 1
15.	Mature	5 4 3 2 1

EMPLOYMENT INTERVIEW RATING SHEET
(Attach to Employment Application)

Applicant Name: _____ Date _____

Job Applied for: _____

		YES	NO	?
GENERAL:	Is work record Satisfactory?			
	Do reasons for leaving former jobs appear logical?			
	Are job changes numerous?			
	Unexplained gaps in Employment?			
	Disatisfaction with former employment?			
	Disloyalty to former employer?			

Rate the following in terms of adaptability to job applied for:

1=POOR 2=FAIR 3=ACCEPTABLE 4=GOOD 5=EXCELLENT

	1	2	3	4	5
1. EXPERIENCE: Extent background is useful to the company.					
2. APPEARANCE: The impression made by applicant; neatness, appropriate dress, bearing, posture.					
3. SPEECH, SINCERITY: Applicants self-expression; carry conversation; speech clear.					
4. ENTHUSIASM/INTEREST IN WORK: Degree of interest shown in company, field of work; job applied for.					
5. REASONING/JUDGMENT: Degree of clairty in thinking and reasoning.					

	YES	NO	?
a. Will applicant be content with varied hours and days off? (if applicable)			
b. Does applicant have capacity for learning & self application required on job?			
c. Will applicant be cooperative in observing rules?			

Overall rating of applicant:	1	2	3	4	5

Recommend for Employment: YES ___ NO ___

Job Class(es) qualified for: _____, _____

_____ or _____

Interviewer Signature: _____

JOB INTERVIEW CRITIQUE SHEET

Scoring:
1. Needs Improvement
2. Average
3. Above Average
4. Outstanding

Applicant: _____

Position: _____

	1	2	3	4
GREETING:				
Smiled				
Acknowledged Interviewer by Name				
Introduced Self				
Quality of Handshake				
GROOMING:				
Hair, Make-up, etc.				
Appropriate Dress				
MANNERISMS:				
Posture				
Body Language and gestures				
Nervousness				
PRESENTATION:				
Eye Contact				
Voice (too low, too loud, distinct)				
Speech (correct English-NO SLANG)				
Sincere				
Confident				
Enthusiastic				
Adequate Information Given				
Asked Pertinent Questions				
CLOSING:				
Thanked Interviewer				
Asked Questions Concerning Follow-up				

INTERVIEWER'S GUIDE TO GRADING TOTAL:

OUTSTANDING	76 - 66
ABOVE AVERAGE	65 - 55
AVERAGE	54 - 25
NEEDS IMPROVEMENT	24 - 0

Total _____

Possible 76

COMMENTS: _____

INTERVIEWER'S SIGNATURE: _____

INTERVIEW HINTS

1. Go to the interview alone.
2. Arrive at least 10 minutes early.
3. Do not chew gum eat or smoke during the interview, even if offered.
4. Don't get annoyed or restless while waiting.
5. Smile when greeting the interviewer, and frequently during the interview.
6. Don't sit down until asked.
7. Let the interviewer begin and control the interview.
8. Look directly at the interviewer when talking.
9. Don't use slang expressions.
10. Never criticize others.
11. Don't brag or beg.
12. Do not contradict the interviewer.
13. Don't discuss personal problems.
14. State your qualifications and experiences readily.
15. Stress your strong points.
16. Answer questions in full rather than only saying yes or no.
17. Try to relax, don't squirm or act restless.
18. Show interest in the job.
19. Express appreciation for the interview.
20. Leave promptly when the interview is over.

UNIT II

JOB SEARCH

AREA F: FOLLOWING-UP THE INTERVIEW

OBJECTIVE: STUDENTS WILL KNOW HOW TO PROPERLY FOLLOW-UP AN INTERVIEW WITH EITHER A LETTER, VISIT, OR TELEPHONE CALL.

LESSON: 1 FOLLOWING UP THE INTERVIEW

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Use material for small or large group discussion.
2. Use material to reinforce teacher presentation on "FOLLOWING-UP THE INTERVIEW".
3. Teacher will be a resource to provide direction and guidance during individual or group activities.

UNIT: II
AREA: F
LESSON: 1

PURPOSE: TO HELP STUDENTS UNDERSTAND THE IMPORTANCE OF PROPER TECHNIQUES FOR FOLLOWING-UP AFTER THE INTERVIEW.

DIRECTIONS: INSTRUCTOR SHOULD INITIATE CLASS DISCUSSION ON FOLLOW-UP TECHNIQUES.

FOLLOWING-UP THE INTERVIEW

As you complete the interview, be sure you understand the following things about the job:

1. The duties of the job, the salary, fringe benefits, hours, responsibilities, etc.

2. What action the interviewer will take to notify you of the decision. Will the interviewer call you?

Be sure to thank the interviewer for his/her time and the opportunity to interview for the job.

WHAT IS YOUR SITUATION AFTER THE INTERVIEW?

If you were not offered the job during the interview, you should follow-up the interview with:

1. A letter thanking the interviewer for his/her time and expressing your interest in the job. You should also include in the letter any points you failed to discuss in the interview concerning your qualifications. Be sure to write a good letter in terms of form, neatness, correct grammar and spelling. You should write and mail the follow-up letter immediately after the interview. After a few days have passed, you may wish to make a follow-up telephone call.

2. A telephone call. Be brief when telephoning and do not give the impression that the interviewer is obligated to give you a job. Let the interviewer know you are still interested and ask when a decision will be made.

After you have sent the follow-up letter and after a few days have passed, you may wish to telephone the employer to let him/her know you are still interested in the job and ask when the decision is to be made.

When telephoning, be brief so that you will not waste the employer's time. Avoid giving the impression that you think he/she is obligated to give you a job. Demonstrate in your voice and choice of words that you will make every effort to do a good job.

Here is what a typical telephone call might sound like:

"Hello, my name is John Jones. May I speak with Mr. William Smith?"

"Hello, this is William Smith."

"Mr. Smith, this is John Jones. If you recall I talked with you last week about the mechanic's job. I just wanted to let you know that I'm still interested in the job and feel I can do a good job for your company. When do you think the decision will be made?"

"Soon, I hope. Why don't you call back next Monday. I should be able to let you know something by then."

"Thank you very much, Mrs. Smith. I'll call back on Monday."

(The instructor could ask the students to role play using the telephone to follow-up the interview they had earlier.)

SUMMARY

You are probably not the only one who wants that particular job, so there is one more thing you can do to see that the employer keeps you in mind. It's a simple, common courtesy, but one that most people forget to do. **WRITE A THANK YOU LETTER.** If the selection is close and you're a top candidate, the thank you letter may be the thing that tips the scales your way. Here are some pointers that your thank your letter should include.

1. Express your appreciation for having taken the time to visit with you.

2. Once again, express your sincere interest in the company and position.

3. State briefly what skills you have and why you feel you would be an excellent choice.

4. Give the full address and phone number where you can be reached if the employer needs additional information.

UNIT III

JOB SUCCESS

It happens in nearly everyone's life, "landing that first job." After the initial excitement the reality may hit home that landing the job was one thing, keeping that job is quite another. How to keep that first job, and in the process learn the written and unwritten rules of job success and job survival, is the focus of this unit.

Job success and ultimate survival on the job means overcoming potential problem areas besides learning to perform the required job tasks. The new employee will have to adapt to a new supervisor, co-workers and management who may or may not suit him/her. The newcomer will also have to learn to adapt to the company's structure for promotions, raises, sick leave, vacations, and performance evaluations.

A first job can provide many positive experiences, for example, training, exposure to the world of work, people contacts, and future references, all which can become valuable assets. The lessons and activities presented in this unit can assist students to take advantage of those assets as they progress further into the world of work.

UNIT III: JOB SUCCESS

AREA A: EMPLOYER AND EMPLOYEE EXPECTATIONS

1. EMPLOYER/EMPLOYEE EXPECTATIONS
2. WHY PEOPLE GET FIRED FROM JOBS

AREA B: GETTING ALONG ON THE JOB

1. REAL ON-THE-JOB SITUATIONS... WHAT WOULD YOU DO
2. POSITIVE WORK ATTITUDES
3. COMMUNICATION SKILLS ON-THE-JOB
4. FOLLOWING INSTRUCTIONS

AREA C: PROMOTION AND CAREER LADDER

1. UP THE CAREER LADDER
2. A GOOD ATTITUDE - STEPPING STONE TO SUCCESS
3. CAREER LADDER

AREA D: JOB TERMINATION

1. WAYS A JOB MAY BE TERMINATED
2. RESIGNING FROM A JOB

UNIT III
JOB SUCCESS

AREA A: EMPLOYER/EMPLOYEE EXPECTATIONS

OBJECTIVE: THE STUDENT WILL UNDERSTAND THE RELATIONSHIP BETWEEN EMPLOYER AND EMPLOYEE EXPECTATIONS AND THEIR EFFECTS IN A SUCCESSFUL WORK ENVIRONMENT.

LESSONS:
1 EMPLOYER/EMPLOYEE EXPECTATIONS
2 WHY PEOPLE GET FIRED FROM JOBS

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Provide examples through classroom activities to enable students to better prepare themselves for "ON-THE-JOB SUCCESS".

2. Use materials to reinforce teacher presentation on the relationship of "EMPLOYER AND EMPLOYEE EXPECTATIONS" to "JOB SUCCESS".

3. Use of materials for small or large group discussions.

4. Teacher will be a resource to provide direction and guidance during individual or group activities.

5. Transparencies 1, 2, 3, can be used to supplement this area.

UNIT: III
AREA: A

LESSON 1: EMPLOYER/EMPLOYEE EXPECTATIONS

PURPOSE: THE STUDENT WILL UNDERSTAND THE RELATIONSHIP BETWEEN EMPLOYER AND EMPLOYEE EXPECTATIONS AND THEIR EFFECT IN A SUCCESSFUL WORK EXPERIENCE.

DIRECTIONS: THE TEACHERS SHOULD APPOINT TWO DIFFERENT CLASS GROUPS. HE/SHE SHOULD REVIEW THE FOLLOWING GUIDELINES OF BRAINSTORMING:

1. State the problem to be solved or the objective to be accomplished: Teacher to students - (a. "The members of this group are to pretend that you have been successful employers. List kinds of traits, qualities, abilities, and work habits you look for in a new employee. You have ten minutes to list at least twenty.") - (b. "The members of this group are to pretend that you are looking for a satisfactory job placement. What kind of conditions, rules, laws, benefits from the employer and fellow workers would you look for in the job environment? You have ten minutes to list at least twenty.") Before the students begin however, they must appoint a recorder to keep track of all suggestions, and a leader to regulate, by appointment of recognized speakers, the dialog. Then, simply direct the group to start, "Does everyone understand? Okay, Ready, Begin . . ."

2. After brainstorming has been completed, ask the group leaders to ask the group to reconsider their list. Review each item and clarify just what each suggestion means so that all members of the group have a mutual understanding of what each entry represents.

3. Have both group leaders post the clarified lists so that both lists are in full view of all members of the large group.

4. Attached sample lists can provide examples to stimulate the brainstorming session for students and to supplement the lists the students developed.

UNIT: III
AREA: A

EMPLOYEE EXPECTATIONS

Pay

Hours - select

Vacations

Advancement

Explanation of duties (position description)

Nice people to work with

Good work location

Health insurance

Uniform allowance

In-service education provided by company

Transportation (company car)

Meals

Coffee breaks

Attractive surroundings

Floors (physical plant)

Incentive pay

Grievance policy

Sick leave

Leave of absence

Counseling - available

Close to home

Expense account

Adequate budget

Raises for advanced training

Company sponsored social activities

Sense of accomplishment

Retirement benefits

People-oriented boss

Career opportunity counseling

Job opportunities

Lunch hours

Open communications

Dress code

Smoking privileges

Air conditioning

Heat

Orientation program

Job security - tenure

Written personnel policies

Associations & Unions

Employee decision making (participatory management)

Housing

Positive employee relationships

Financial security

Piped in music

UNIT: III
AREA: A

EMPLOYER EXPECTATIONS

Appearance

Positive attitude toward supervision

Honesty

Basic academic skills

Regular attendance & Promptness

Loyalty

Desire to earn pay

Ability - knowledge of skills

Willingness to improve

Accept constructive criticism

Good health

Works full day

Reliable transportation

Good employment record

Pay what is worth

Clean

Careful of equipment

Can work within a budget

Energy conscious

Respectful

Considerate of other employees

Good sense of humor

Good handwriting

Good communication skills

Does not gossip

Non-complaining

Shows initiative

Finishes work - completion

Not a clock watcher

Doesn't discuss taboo subjects

Leaves home problems at home

Doesn't polish the apple

Doesn't flirt

Safety conscious

Leadership potential

Keeps knowledge up to date

Willing to work overtime

Good temperament

Alertness

Versatile

Creative

Good listener

Capable of quality and quantity of work

Match the correct term to the correct definition.

DESIRABLE EMPLOYEE CHARACTERISTICS

1. Dependability	____ A.	How you feel about yourself and how others feel about you
2. Conscientious	____ B.	Truthfulness
3. Initiative	____ C.	When an employee performs a job in an accurate, thorough manner
4. Good Attitude	____ D.	Trustworthy, being at work when you are supposed to be
5. Punctuality	____ E.	The action of seeing things that need to be done and going on to do them
6. Honesty	____ F.	A visible sign of great interest in something
7. Loyalty	____ G.	Being able to get along with people
8. Good Attendance	____ H.	Respecting your employer's point of view
9. Cooperation	____ I.	Being on the job every workday
10. Enthusiasm	____ J.	Being on time

UNIT: III
AREA: A

LESSON 2: **WHY PEOPLE GET FIRED FROM JOBS**

PURPOSE: TO MAKE STUDENTS AWARE OF THE REASONS WHY PEOPLE GET FIRED FROM THEIR JOBS.

DIRECTIONS: HAVE A CLASS DISCUSSION ON THE TEN REASONS LISTED IN THIS LESSON PEOPLE ARE FIRED FROM THEIR JOBS. AFTER CLASS DISCUSSON, HAVE STUDENTS COMPLETE THE WORKSHEET, "DESIRABLE EMPLOYEE CHARACTERISTICS." (SEE WORKSHEET ON PAGE III-8)

WHY PEOPLE GET FIRED FROM A JOB

There are many reasons why people get fired from their jobs. Below is a list of the ten most common reasons why people get fired. After reading and studying this lesson you will have learned many more. Also from your experience on your job you may have learned additional reasons why people get fired. Ten common reasons why people get fired are:

1. Coming to work late or leaving early
2. Taking breaks that are too long
3. Being dishonest or stealing from the boss
4. Missing too many days work
5. Not following company rules
6. Not getting along well with others
7. Being lazy and not doing a fair day's work
8. Being unwilling to train for the job
9. Doing messy or incomplete work
10. Being too slow or not trying to improve

More terms:

1. Apply	1 - A term meaning to make a request for something.
2. Aptitude	2 - This word means to have a natural tendency; quickness to learn or understand.
3. Management	3 - This term refers to the person (or persons) controlling, directing or in charge.
4. Career	4 - A word meaning one's choice of occupation for life's work.
5. Morale	5 - This term refers to the enthusiasm or attitude within a group.

6. Reward	6 - A word that refers to something given or received; compensation or return.
7. Goal	7 - This term refers to something one strives to attain.
8. Employ	8 - A word meaning to engage the services or labor for pay.
9. Knowledge	9 - A term referring to all that has been perceived or grasped by the mind.
10. Experience	10 - A word that means everything done or undergone by a person or group.
11. Motivate	11 - A term meaning to incite.
12. Mature	12 - A term referring to one's mind and/or body being fully developed.

UNIT III
JOB SUCCESS

AREA B: GETTING ALONG ON THE JOB

OBJECTIVE: STUDENTS WILL BE ABLE TO DISCUSS THE IMPORTANT OF EFFECTIVE INTERPERSONAL SKILLS AS THEY RELATE TO A SUCCESSFUL WORKING ENVIRONMENT.

LESSONS:
1 REAL ON-THE-JOB LIKE SITUATIONS; WHAT WOULD YOU DO
2 POSITIVE WORK ATTITUDES
3 COMMUNICATION SKILLS ON THE JOB
4 FOLLOWING INSTRUCTIONS

SUGGESTIONS FOR CLASSROOM PRESENTATIONS

1. Provide examples through classroom activities to enable students to better prepare themselves for "GETTING ALONG ON THE JOB".
2. Use materials to reinforce teacher presentation on the relationship of "GETTING ALONG ON THE JOB" to "JOB SUCCESS".
3. Use of materials for small or large group discussions.
4. Teacher will be a resource to provide direction and guidance during individual or group activities.
5. Transparencies 1, 2, 17, 19 and 20 can be used to supplement this area.

UNIT: III
AREA: B

LESSON 1: REAL ON-THE-JOB SITUATIONS ... WHAT WOULD YOU DO?

PURPOSE: TO HELP STUDENTS IDENTIFY AND EXPRESS THEIR FEELINGS ABOUT POSSIBLE CONFLICTS THAT CAN ARISE AT WORK.

DIRECTIONS: READ INDIVIDUAL CASES AND DISCUSS IN CLASS HOW STUDENTS WOULD HANDLE THESE SITUATIONS. HOW YOU HANDLE DIFFICULT REAL-WORLD JOB SITUATIONS WILL INFLUENCE YOUR ON-THE-JOB SURVIVAL. TRY ROLE PLAYING FOR A TASTE OF WHAT MAY BE IN STORE:

1. Hank's beer drinking hurts his after-lunch job performance. How do you feel about his attitude that what he does on his own time is his business? Does a supervisor have a right to place limits on what an employee does on his own time?

2. Zach seems to have a lot of pride in his work as a nursing home aide. Yet many older workers clain that newcomers do not care about how they do their jobs today. How can you account for this?

3. A co-worker feels that she works very hard and deserves extra money. So she puts in her hours that she doesn't work. You are aware of both her feelings and what she's doing. What is your obligation? What should you do?

4. Your supervisor has asked you to finish counting everything in the supply cabinet before the day ends. You see you cannot accomplish this without help. You ask a co-worker, who is obviously free, to help you. He says, "That's not my job." What would you do?

5. One of the best things about a job is the opportunity it provides for new friendships. But friendships can also create problems. Suppose you had to advise a new worker about how to make friends on the job. What would you say?

6. You probably thought only the military service had chains of command, and now you find them at your first job. How can you find out where you stand? How can you find out who answers to whom?

7. Sally's supervisor reprimands Sally publicly. Sally waits for a quiet time and responds to her supervisor in a calm way. What has Sally gained which she would not have if she had "fought fire with fire"? Since her co-workers only saw her being embarrassed, what did she lose? Should she do anything about this?

8. Failing to ask questions is an important factor in making mistakes. What do you think inhibits people from asking questions, even when they know they should? Have you ever been in that situation?

9. You are in the typing pool. Some of your co-workers tell you that your speed is making them look bad. They want you to slow down. You think the amount of work you do is appropriate.

10. You and your co-workers are packing fine crystal for shipment. You notice that, in some of your co-workers crates, a few pieces are missing.

11. You have learned, and are using, new skills in your job and you think you deserve a raise. When you ask for one, the boss tells you she appreciates your new expertise, but if she gives you a raise she'll have to do the same for others who are also deserving. She says she can't afford that.

12. Your supervisor is very demanding and insists you be at work exactly on time and take no extra breaks. However, he takes long lunches on the job and socializes a great deal on the job. One day he criticizes you for getting back late from lunch.

13. Your supervisor is very friendly, too friendly in fact. And he/she insinuates tht if you are friendly to him/her you will be promoted quicker.

UNIT: III
AREA: B

LESSON: 2 **POSITIVE WORK ATTITUDES - GETTING ALONG WITH OTHERS**

PURPOSE: TO BE ABLE TO IDENTIFY SOME OF THE CAUSES OF POOR PERSON-TO-PERSON RELATIONSHIPS THAT MAY AFFECT JOB SUCCESS.

DESCRIPTION: IDENTIFY AND REVIEW POSITIVE AND NEGATIVE ASPECTS OF PEER RELATIONSHIPS BY RESPONDING TO THE QUESTIONS BELOW. ANSWER "YES" OR "NO" TO THE FOLLOWING QUESTIONS REGARDING WORK ATTITUDES. COMPARE YOUR ANSWERS TO THE RESPONSE SHEET AND DISCUSS IN CLASS. TRANSPARENCY #1 WILL REINFORCE CLASSROOM PRESENTATION.

____ 1. Are you loyal to your family, your friends, your school?
____ 2. Do you admit your mistakes?
____ 3. Are you careless about being on time?
____ 4. Do you think the world owes you a living?
____ 5. Do you grumble about the work you have to do?
____ 6. Can you accept criticism?
____ 7. Do you pass your problems on for someone else to solve?
____ 8. Are you loud and boisterous?
____ 9. Do you show appreciation when someone does something for you?
____10. Do you keep your promises?
____11. Do you try to bluff your way through when you don't know the answers?
____12. Do you have a nasty temper?
____13. Do you keep putting off things that should be done?
____14. Do you belittle others?
____15. Are you a gossiper?
____16. Do you "soft soap" people merely because you think they can do something for you
____17. Are you untidy?
____18. Do you try to impress others by "hogging the limelight"?
____19. Do you borrow money or are you always out of this or that?
____20. Do you try to be the teacher's pet?
____21. Do you try to stir up dissatisfaction among others?
____22. Are you a snooper?
____23. Do you do just enough to get by?

GETTING ALONG WITH PEERS ANSWER SHEET - LEVELS I & II

1. Are you loyal - to your family, your friends, your school? If so, you will likely be loyal to your employer, and loyalty is a must. If you find yourself complaining about your job, the hours, the pay, etc., then you should quit. If you don't you will find that the job will soon quit you.

2. Do you admit your mistakes? Do you "pass the buck"? Admitting a mistake will make the boss think more of you than if you try to cover up. The only people who do not make mistakes are people who do not do anything.

3. Are you careless about being on time? Punctuality is expected. It may not win you any promotions, but a lack of it will certainly win you unemployment.

4. Do you give the impression that you think the world owes you a living?

5. Do you grumble about work you have to do? Remember - you asked for work.

6. Can you accept criticism? It is through mistakes that we learn - IF we correct the mistakes.

7. Do you pass your problems on for somebody else to solve? You'd better watch out for this on the job - the ones who solve your problems may be the ones who get ahead instead of you.

8. Are you loud and boisterous? A calm, quiet manner is much more effective with everyone. "Easy does it."

9. Do you show appreciation when someone does something for you? Showing appreciation costs little but will open many doors for you.

10. Do you keep your promises? Making good on all your promises means you are dependable, and dependable people get ahead.

11. Are you a bluffer? Do you try to bluff your way through when you do not know the answers? Bluffing seldom fools anybody, and it's a very good way to lose people's confidence.

12. Do you have a nasty temper? Are you moody? Losing your temper is a quick way to lose the respect of others.

13. Do you keep putting off things that should be done? Waiting won't make a job easier. Remember - A job begun is a job half done.

14. Do you belittle others? We belittle only ourselves when we make others appear to be small.

15. Are you a gossip? Many a promising career has been ruined by idle gossip.

16. Do you "soft soap" people merely because you think they can do something for you? If this is the way you pick friends, you may find yourself without any when you need them.

17. Are you untidy? To many employers, an untidy desk or untidy appearance indicates a disorderly mind.

18. Do you try to impress others by "hogging the limelight"? Enthusiasm is fine, but do not push others aside.

19. Do you borrow money - or are you always "fresh out" of this or that, such as paper, pencils, etc.?

20. Do you try to be "teacher's pet"? Privileges must be earned.

21. Do you try to stir up dissatisfaction among others? In the end, trouble usually bounces back on the troublemaker.

22. Are you a snooper? People who look over other people's shoulders or listen in on their conversations or ask personal questions have found a sure way to lose friends.

23. Do you do just enough to get by, or do you try at least a little more than is expected of you? In the business world, it is the person who works "beyond the call of duty" who gets ahead. Employees who are allergic to extra work and who watch the clock are generally overlooked when better jobs come up.

UNIT: III
AREA: B

LESSON 3: COMMUNICATION SKILLS ON THE JOB

PURPOSE: THE ACTIVITIES IN THIS SESSION ARE DESIGNED TO SHOW THE IMPORTANCE OF EFFECTIVE COMMUNICATIONS IN WORK SITUATIONS.

DIRECTIONS: THE ACTIVITIES WILL PROVIDE OPPORTUNITIES FOR STUDENTS TO PRACTICE COMMUNICATION SKILLS.

A. What is communication?

1. Have students begin the sesson by defining the word "communication". Write the responses on a chalkboard or butcher block paper. Have students agree on a group definition. For example:

   Communication is an exchange of thoughts, opinions, or information.

2. Ask students to identify ways that communication happens on the job. Some ways workers communicate on the job are:

   - Talking and Listening (spoken communication)

     Giving and receiving spoken instructions for a job to be completed.

   - Writing and Reading (written communication)

     Instructions and messages are often communicated through office memos, letters, bulletin boards, and employee handbooks.

   - Showing expression through motions of the body (non-verbal communication)

     A pat on the back for a job well done or a frown from a person listening to you.

3. Use "one-way communication model" as a transparency or worksheet to illustrate the three elements of communication:

   - the sender (the person giving the message),
   - the message (the information being communicated),
   - the receiver (the person who is meant to receive the information).

These are the elements of all communication.

B. One-way and Two-way Communication

1. This activity will illustrate to the group the importance of listening and asking questions when communicating. Supply each group member with two sheets of unlined 8½ x 11" paper.

2. Ask for a volunteer for the activity.

3. State the following rules for the activity to the group:

   - the volunteer must keep his/her back to the group at all times,
   - the instructions cannot be repeated,
   - body language cannot be used (the volunteer cannot "draw in the air" to indicate to the group what the drawing looks like),
   - the group may not ask questions of the volunteer.

   The volunteer is the sender, the drawing the message, and the group are the receivers. The sender may say as much as desired in describing each piece. The sender may, for example, give the location and position of each piece. The receiver must remain silent, ask no questions, and give no signs regarding the instructions. The receiver simply does exactly what he/she is told.

4. Have the volunteer sit with his/her back to the group. Give the volunteer a copy of the one-way communication worksheet and have him/her give the group instructions for reproducing the drawing on their own papers.

5. Keep track of how long it takes to complete the activity.

6. After the volunteer has completed his/her instructions, have the group and the volunteer compare their drawings.

   Since there are likely to be many small (sometimes large!) differences between the drawings, this usually leads to a lively discussion of why the "communication" did not produce the desired results.

The following questions may be asked to guide the discussion:

- Why are the drawings different?
- Did the directions seem clear to the receivers?

7. Now do the activity again but differently. The rules this time are:

   - the volunteer faces the group,
   - the group may ask any questions necessary to clarify the instructions,
   - the use of body language is permitted.

8. Give the volunteer the Two-way communication model worksheet and have him/her give the group instructions for reproducing the drawing.

9. Again keep track of how long it takes to complete the activity.

10. After all the drawings have been completed, have the group and the volunteer compare their drawings. This time the drawings should be much more similar.

    Share with the group the difference in the amount of time to do the activity each way. The folloing question might be asked:

    - How did you feel doing the activity this way?

11. Use the "Two-Way Communication Model" as a worksheet or a transparency to discuss how communication took place between the sender and the receiver in each round of the communication activity. The following ideas should emerge from the discussion:

    - the first round allowed information to pass in only one direction: from sender to receiver.

    - the second round allowed information to pass in both directions. The receiver was allowed to ask any questions necessary to clarify the instructions.

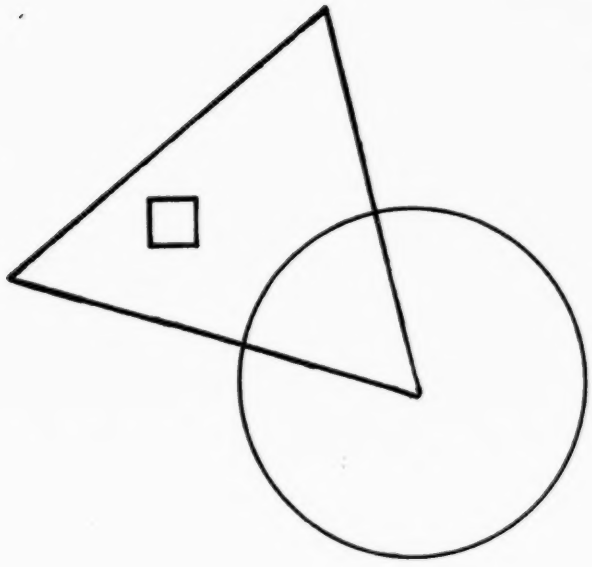
    - The second round took longer to complete than the first round.

      The group will discover that while one-way communication (round 1) requires less time, it may cause inaccuracy, uncertainty and frustration. Two-way communication (round 2) requires more time but it is much more efficient in that there is a greater accuracy, less frustration and a sharing of feelings.

12. Conclude the activity by reminding students that in work situations both people who give and receive directions must make sure they are understood. If not, the instructions could be carried out incorrectly because a worker did not understand and did not ask questions.

13. Transparencies #19 and #20 will reinforce classroom presentation.

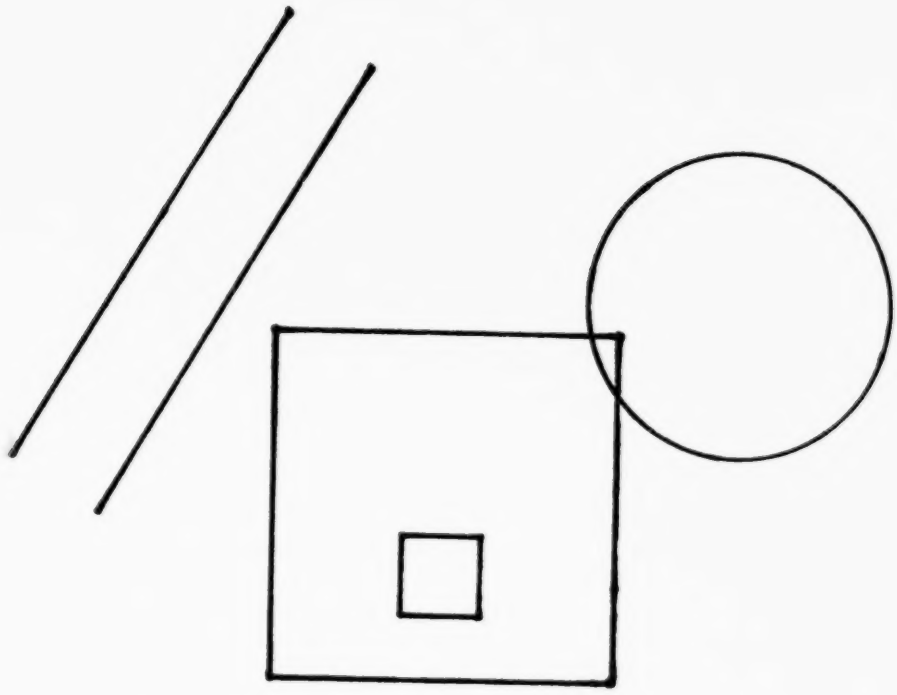
ONE-WAY COMMUNICATION



Rules for the volunteer

1. Sit with your back to the group.
2. Instructions cannot be repeated.
3. Questions cannot be asked.
4. Body language cannot be used.

TWO-WAY COMMUNICATION



Rules for the volunteer

1. Face the group.
2. Questions can be asked.
3. Questions from the group can be answered.
4. Instructions can be repeated.
5. Body language can be used.

UNIT: III
AREA: B

LESSON 4: FOLLOWING INSTRUCTIONS

PURPOSE: TO EMPHASIZE TO STUDENTS THAT IN ORDER FOR WORKERS TO BE SUCCESSFUL ON THE JOB, THEY MUST BE ABLE TO COMMUNICATE EFFECTIVELY BY LISTENING AND FOLLOWING INSTRUCTIONS.

DIRECTIONS: 1. BEGIN THIS PART OF THE SESSION BY HAVING STUDENTS COMPLETE THE WORKSHEET FOLLOWING INSTRUCTIONS. READ THE DIRECTIONS ALOUD WITH THEM AND THEN HAVE THEM BEGIN. DO NOT GIVE STUDENTS ANY ADDITIONAL DIRECTIONS.

IF A STUDENT FINISHES THE WORKSHEET IMMEDIATELY, ENCOURAGE HIM/HER TO REMAIN QUIET SO OTHERS HAVE AN OPPORTUNITY TO FULLY EXPERIENCE THE EXERCISE. THE INSTRUCTOR SHOULD DO THE WORKSHEET PRIOR TO GIVING IT TO STUDENTS SO HE/SHE UNDERSTANDS THE EXERCISE!

2. DISCUSS WITH THE GROUP THE EXERCISE THEY JUST DID. QUESTIONS TO ASK MAY INCLUDE:

- WHAT HAPPENED?
- HOW DID YOU FEEL WHEN YOU GOT TO INSTRUCTION #14?
- WHAT EFFECT COULD MISTAKES IN UNDERSTANDING INSTRUCTIONS HAVE ON THE WAY A JOB IS DONE?

SUMMARIZE THE SESSION BY HAVING STUDENTS IDENTIFY WHAT THEY LEARNED REGARDING FOLLOWING INSTRUCTIONS.

EMPHASIZE TO THE GROUP THAT FOR WORKERS TO BE SUCCESSFUL ON THEIR JOB THEY MUST BE ABLE TO COMMUNICATE EFFECTIVELY AND BECOME BOTH GOOD SPEAKERS AND GOOD LISTENERS.

UNIT: III
AREA: B
LESSON: 4

FOLLOWING INSTRUCTIONS

How well do you follow instructions? You should be able to complete all the things required in five minutes by following the directions below. Turn your paper over to indicate when you have completed all the work.

Do not begin until you are told to, then follow directions exactly as given. You will need one sheet of paper.

1. Read all directions before doing anything.
2. On a sheet of paper, write your name in the upper right corner.
3. Number from 1 to 7.
4. Draw five small squares beside the number 1 on your paper.
5. Put an "X" in each square beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of chairs in the room and write the answer beside number 3 on your paper.
8. Multiply the answer above by your age.
9. Say your name out loud.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state where you were born.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully."
14. Now that you have completed reading, omit all directions except the first two.

UNIT III
JOB SUCCESS

AREA C: PROMOTION AND CAREER LADDER

OBJECTIVE: STUDENTS WILL BETTER UNDERSTAND THE ASPECTS OF PROMOTION AND CAREER LADDERS RELATING TO JOB SUCCESS.

LESSONS:
1. UP THE CAREER LADDER
2. A GOOD ATTITUDE - STEPPING STONE TO SUCCESS
3. CAREER LADDER

SUGGESTIONS FOR CLASSROOM PRESENTATION

1. Provide examples through classroom activities to enable students to better understand "PROMOTION AND CAREER LADDERS".
2. Use materials to reinforce teacher presentation on the relationship of "PROMOTION AND CAREER LADDERS" to "JOB SUCCESS".
3. Use materials for small or large group discussions.
4. Teacher will be a resource to provide direction and guidance during individual or group activities.

UNIT: III
AREA: C

LESSON 1: UP THE CAREER LADDER

PURPOSE: TO HELP STUDENTS EXAMINE WHAT JOB BEHAVIORS AND PERSONALITY CHARACTERISTICS THEY MUST POSSESS TO SUCCEED IN THE CAREER THEY HAVE CHOSEN. THEY ALSO NEED TO DETERMINE HOW FAR ALONG THEIR CAREER LADDER THEY WANT TO ADVANCE.

DIRECTIONS:

1. Career advancement - "promotion" for short, is a difficult area for students to discuss. It seems so far into the future and is hard to relate to the "here and now". However, career advancement is too important to be left unattended. To help students begin to understand and appreciate career advancement initiate a class discussion on advancing up the career ladder: What does it mean to them now? What career advancements can they relate to, perhaps a parent or friend who has experienced a promotion.

2. Have students define the phrase "career ladder".

   A career ladder refers to the steps or job advancements one can take in his/her career. Each job advance usually includes more responsibility and a higher salary than the previous one.

3. Have students discuss what motivates people to move up their career ladder. Write the ideas generated from the group on a chalkboard.

   Characteristics that might be mentioned are self-fullfillment, money, reception, desire to learn more, creativity, more authority, more responsibility, desire to do different job tasks, etc.

   - is cooperative (gets along with others)
   - is adaptable (can fit into new and different situations easily)
   - perseveres (work at a task until it is completed)
   - has adequate training for the new job
   - has a positive attitude

   Students should understand then that if they want to be promoted, work is not simply doing one's job. It means being motivated, seeking out other activities, maintaining a positive attitude in spite of bad circumstances, etc.

4. Discuss with students why some people elect to stop at certain points in their career ladder.

   Students should realize that not everyone wants to assume the highest level of responsibility in their career ladder. Employers understand this and usually do not have openings for everyone to be supervisors for example.

   However, most employers do expect their employees to want to advance above the entry-level position.

5. Write the characteristics that the group identifies on the chalkboard. Characteristics that they may identify are:

   - seniority
   - produces good quality work
   - takes initiative (completes duties given and then looks for more)

UNIT: III
AREA: C

LESSON 2: A GOOD ATTITUDE ... STEPPING STONE TO SUCCESS

PURPOSE: TO SHOW STUDENTS WHY A GOOD ATTITUDE IS IMPORTANT IN JOB SUCCESS AND TO DISCUSS THE CHARACTERISTICS OF GOOD EMPLOYEES THAT CAN LEAD TO ADVANCEMENT ON THE JOB.

DIRECTIONS: READ THE FOLLOWING PARAGRAPHS, AND THEN DISCUSS THE FIVE (5) CHARACTERISTICS FOR JOB ADVANCEMENT. HAVE STUDENTS RATE THEMSELVES WITH THESE FIVE CHARACTERISTICS.

REMEMBER, YOUR ATTITUDE CAN MAKE OR BREAK YOU. IT DECIDES WHETHER OR NOT YOU ARE A SUCCESS ... THAT MOST VALUED OF ALL COMPANY ASSETS ... AN INTERESTED, ENTHUSIASTIC, DEPENDABLE, COOPERATIVE, WILLING EMPLOYEE.

The manager paused beside one of her supervisors and asked, "How's the new employee working out?"

"Just great! I wish you could find me a half-dozen more like him. He's willing to tackle anything ... and he not only wants to learn how things are done, but why. Funny thing, although he has been here just a few weeks, his attitude has sort of rubbed off on all of us. He has sparked the whole section. He's a valuable man."

What is it that this man has that points him out as a valuable employee? It's his attitude. This holds true for all of us. The way we feel about things makes us what we are.

Know what makes up the picture the customer gets of your company? It's the attitude of the employees.

Maybe you know someone, one of those special people, who makes you feel great every time you're around him. He radiates friendly goodwill, enthusiasm, confidence and interest. You feel pepped up just talking with him. This, too, shows how our attitude "rubs off" on those around us.

What does the employer look for when he/she is deciding on who is valuable to the company. Here are five chief characteristics that point out a good attitude on the job. Check these and see how you rate.

1. WILLINGNESS: Do you want to learn? Are you willing to be trained, to do your share and then a little more?

2. COOPERATION: Pull together, help the other fellow when he needs help even if it means working a little harder yourself. It's a strange truth, but you can never help someone else without helping yourself at the same time. Try it and see.

3. ENTHUSIASM: Be enthusiastic about your job, your company and its product or service. Enthusiasm is contagious. It creates teamwork and inspires everyone it touches.

4. DEPENDABILITY: Always complete your job on time, or finish the promised information promptly and accurately. Build a reputation that the boss, fellow workers and customers can count on you to see it through.

5. INTEREST: Show that you are interested in what you are doing. See if you can find ways to do it faster, easier or by a cheaper method. This makes for a more profitable operation for the company and you gain when the company does. If you're interested, you never have to worry about boredom. Your job can be just as interesting as you make it.

UNIT: III
AREA: C

LESSON: 2 **CAREER LADDER**

PURPOSE: TO ALLOW STUDENTS TO DEVELOP A CAREER LADDER.

DIRECTIONS: HAVE STUDENTS REVIEW THE EXAMPLE OF A CAREER LADDER AND THEN DEVELOP THEIR OWN CAREER LADDER. THE TEACHER MAY WANT TO GIVE AN EXAMPLE OF THEIR OWN CAREER LADDER.

Example for
RESTAURANT OCCUPATIONS

Chef Manager Director of Food Services Area Manager
Assistant Manager SOUS Chef Assistant Food Service Director Banquet Captain
Host/Hostess Cashier Line Cook Preparation Cook
Cook/Cook's Helper Waiter/Waitress
Busperson Kitchen Helper Dishwasher
Entry Level

UNIT III

JOB SUCCESS

AREA D: JOB TERMINATION

OBJECTIVE: STUDENTS WILL BE INTRODUCED TO TECHNIQUES TO FACILITATE THE POSITIVE TERMINATION OF EMPLOYMENT. IT WILL ALSO ALLOW THEM TO FOCUS ON THE ADVANTAGE OF RESIGNING IN THE POSITIVE WAY.

LESSONS:
1. WAYS THAT A JOB CAN BE TERMINATED
2. RESIGNING FROM A JOB

SUGGESTIONS FOR CLASSROOM PRESENTATION:

1. Provide examples through classroom activities to enable students to better prepare themselves for "JOB TERMINATION".

2. Use of materials for small or large group discussions.

3. Teacher will be a resource to provide direction and guidance during individual or group activities.

UNIT: III
AREA: D

LESSON 1: WAYS THAT A JOB MAY BE TERMINATED

PURPOSE: TO ENABLE STUDENTS TO BE AWARE OF THE TECHNIQUES FOR POSITIVE JOB TERMINATION.

DIRECTIONS: HAVE STUDENTS READ SECTIONS A AND B OF THIS LESSON. THEN, INITIATE CLASS DISCUSSION ON THE TYPES OF JOB TERMINATION AND ON HOW TO TERMINATE A JOB. HAVE STUDENTS THINK OF HOW THEY MIGHT TERMINATE THEIR EMPLOYMENT BY ANSWERING THE EIGHT QUESTIONS IN SECTION C, "STUDENT ACTIVITIES".

WAYS THAT A JOB MAY BE TERMINATED

Types of Job Termination

There are many different types of termination. Let's take a look at some of them.

1. Advancement within the company: transfer to another department or acceptance of a position with more responsibility.

2. Employee terminates-displeased with: salary, benefits, location, advancement opportunities, unsafe environment, difficulty with co-workers or difficulty with supervisor.

3. Employer does not have enough work for the entire staff: lay-offs result.

4. Company goes out of business: bankruptcy or phaseout.

5. Employer dismisses employee because of: poor skills, poor work habits or poor attitude.

Hints On How To Terminate A Job

When it is your choice, it is best to have another job waiting for you. There are a couple of things you should try to do before your last day.

1. Give your employer a two-week notice. This courtesy gives the employer time to select a person to take your place. It also provides some time for you to train the new person.

2. Ask for a letter of recommendation. If you did an exceptional job, take the opportunity of getting a positive reward for it. Letters of recommendation are very impressive when shared with prospective employers.

   Be sure to give your supervisor at least three days to prepare your letter of recommendation: ask for it in advance, not the day before you leave.

STUDENT ACTIVITIES FOR DISCUSSION

1. What is the worst thing that can happen if I stay?
2. What is the best thing that can happen if I stay?
3. What is the worst thing that can happen if I leave?
4. What is the best thing that can happen if I leave?
5. What do I have control over?
6. If I really tried, could I change those things that bother me most? If so, what do I need to do to start making those changes?
7. If I decide to stay, what am I willing to change about me?
8. What am I willing to try to change about my situation to make it desireable?

UNIT: III
AREA: D

LESSON 2: RESIGNING FROM A JOB

PURPOSE: TO HELP STUDENTS UNDERSTAND THAT THERE IS A RIGHT AND WRONG WAY OF TERMINATING A JOB

DIRECTIONS: MOST OF US WILL HAVE AN OCCASION TO RESIGN FROM A JOB AT SOMETIME. THERE ARE TWO MAJOR REASONS WHY ONE MIGHT RESIGN: YOU MAY HAVE A BETTER OFFER OR YOU MAY BE DISSATISFIED WITH YOUR PRESENT JOB. ALSO, THERE ARE TWO BASIC WAYS OF RESIGNING. DISCUSS IN CLASS THE ADVANTAGES FOR GIVING A PROPER RESIGNATION.

1. EMPLOYER'S RESPECT: Discuss this with the group and write it on the board.

   A former employer can either be an asset or a liability when it comes to getting a new job. He can give you a good recommendation or a poor one and the quality of his recommendation is often determine by <u>how</u> you left his employment.

2. SELF-RESPECT: A person feels much better when he believes he has done the right thing. It is very important to be able to look at a prospective employer squarely in the eye when he questions you concerning your last job.

Letter of Resignation

Let's look at the letter of resignation and certain areas that should be covered in it.

1. <u>The exact date that you will be leaving</u>. This is ordinarily called a notice. In most cases, employers expect to be given two weeks notice. In some cases, one week will suffice.

2. <u>Why are you leaving</u>. If possible, be truthful to the employer as to why you are leaving. Sometimes you might not want to state the exact reason. Some reasons you might list are:

   a. You want greater opportunity for advancement.
   b. You are seeking more security.
   c. You want better working conditions.
   d. You have decided that you want to change occupations.
   e. You seek more money.

3. What you have gained from working for him. Experience and knowledge.

4. Your appreciation for his employing you. Regardless of your reasons for leaving, you should express your appreciation for the opportunity to have worked for him.

5. Details concerning the actual letter:

   a. The letter should be typewritten on white paper.
   b. The letter should be in an envelope, and the person's name to whom the letter is to be given should be on the envelope.
   c. The letter should be delivered in person to the employer and, if possible, the worker should remain with the employer while he reads it.

There are some "do's" and "don'ts" to remember when resigning from a job orally.

Do's: State why you are leaving.
Mention the things you liked about the job.
State your appreciation.
Be just as polite and enthusiastic as the day you were hired.
Go by and see your employer the last day you work.

Don'ts: State your dissatisfaction unless the employer asks you to
Criticize your employer to the other employees.
Slack off on your job after giving your resignation.

APPLICATION:

Write a letter of resignation, being sure you include all of the important areas we have covered in your resignation.

1. Exact date you will leave.
2. Why you are leaving.
3. What you have gained from working for the employer.
4. Your appreciation for employing you.

TEST:

List on paper two advantages of giving a proper resignation and explain the purpose of each.

1. Employer's Respect.
2. Self-Respect.

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JOB SPECIFICS

APPLIANCE SERVICE TECHNOLOGY

To maintain a job, or to get an interview, you will need these attributes:

* Neatness in appearance (You'll be dealing with the public on service calls.)

* Interpersonal skills to deal with people, both fellow employees and customers

* Mechanically inclined: ability to perform and troubleshoot repairs on appliances

* Punctuality, honesty, enthusiasm and stability

Productivity (If you make money for the employer, then the employer will compensate you.)

What you could encounter in a job interview.

Questions relating to your hobbies to enable employer to identify your potential

You could be asked to troubleshoot repair work needed on appliances.

You could be asked, "Why are you here?"

General Comments:

Technical skills are not as important as interpersonal skills.

As an entry-level position, you would start as a delivery helper and progress as your skills, talents, etc. develop.

Long Term Employment

From delivery person to shop foreman, to a salesperson - approximately 5 years.

JOB SPECIFICS

PANEL INTERVIEW FOR OFFICE OCCUPATIONS

WHAT DO YOU NEED TO DO IN ORDER TO GET AN INTERVIEW

: Application needs to be neat, completely filled out, accurate in information provided, provide any additional information as needed, and consistency of dates.

: Required experience for position applying for. Do you meet qualifications.

: Attached resume.

QUESTIONS YOU MAY BE ASKED DURING THE INTERVIEW

: Questions that relate specifically to the job; i.e. can you meet deadlines, work with the public, use the telephone. What types of office machines can you operate.

: When can you start.

: Relate past job experiences, what you liked least, best.

: Asked situational questions, i.e. If given two tasks to do by two different bosses, both stating theirs was the most important how would you handle the work.

WHAT DO EMPLOYERS LOOK FOR DURING THE INTERVIEW

: Body language, positive, negative, eye contact.

: Language usage (slang) etc.

: Communication skills, responsive to questions and panels overall expectations.

: Maturity and sincerity, positive outlook, and positive feedback.

: Overall appearance, overdressed, underdressed.

WHAT MAKES FOR A SUCCESSFUL JOB INTERVIEW

: The ability of the interviewee to talk about themselves as it relates to the interview and job. Do answers have to be dragged out of the person.

: Be friendly, smile, look at interviewers, do not put a block between you and them.

: Ask intelligent questions about company when given the opportunity.

: Research the company before going to the interview.

: Rehearse your answers to possible questions before the interview.

: Know your strength and weaknesses, how you can improve them, etc.

: Arrive in plenty of time, know where you're going.

: Check grooming before interview.

: Be aware of nervous habits, try to concentrate on the interview. Don't fidget.

: Speak clearly. Be positive.

WHAT SKILLS OR ATTRIBUTES TO WORK FOR EMPLOYER

: Skills appropriate to job applying for. Good shorthand, typing, English, etc.

: Pleasant personality. Good attitude, good attendance.

: Flexibility.

: Willingness to work together to get the job done. Willingness to be part of a team. Reliable and goal oriented.

: Appearance, professionalism. Self starter, can work independently.

JOB SPECIFICS FOR OFFICE OCCUPATIONS

1. What do you look for in a job application when selecting a person for a job interview?

   Answer: The overall general appearance of an employment application certainly makes a first and lasting impression on the interviewer so neatness and legibility are very important. Complete and to-the-point answers are also important -- don't leave blanks. Follow instructions even if you don't think the information asked for is particularly important.

   If the application asks what position you are applying for, be specific; don't say "Any".

2. What types of general or job specific questions do you ask during an interview?

   Answer: What aspects of your occupation do you do best (or worst)?

   What aspects of your occupation do you enjoy most (or least)?

   If there has been a lapse of time since last job -- What have you been doing during this period of time? What have you done to find work? What types of jobs have you applied for?

   If there are lapses of time between past jobs as indicated on the application form -- What did you do during these periods of time? Why did your previous employment terminate?

   Where did you acquire your skills for this particular position?

   If hired by Hudson Oxygen, what can you offer the Company as an employee?

3. During the interview, what do you look for to either hire or not hire a person?

   Answer: Primarily, of course, I look for job related qualifications. For example, if I'm going to hire a secretary, I look for typing and other clerical skills, etc.

   Almost equally important, however, are such things as personal appearance (grooming), enthusiasm, interest in the job and Company, self confidence, communication skills, etc.

4. What makes for a successful job interview? What should a person do before, during and after an interview?

   Answer: Arrive on time; allow yourself a few moments to relax. Be prepared to "sell yourself", but don't go overboard -- the interviewer will be less likely to believe you if you appear to exaggerate your qualifications and talents; he's not looking for "Super Human".

Some applicants like to follow up an interview with a letter to the company or interviewer, and this is a nice touch, however, not absolutely necessary. It is important, however, to keep your application current and up-to-date. Many very qualified job candidates have lost opportunities simply because their addresses or phone numbers changed and they couldn't be reached by a prospective employer.

5. Have you ever hired an ROP student?

Answer: Our Company policy has been that employees who work in our plant on a permanent, fulltime basis must be at least 18 years of age. However, we have had in the past summer programs for high school and college students to do light assembly or general office work on a temporary basis. Unfortunately, production needs and workload don't always allow these programs to be feasible.

6. How should a person best prepare for an interview for your business or industry?

Answer: I believe my answer to Question No.4 and also the previous quesitons covers this.

7. What skills and/or attributes should a person have to work for you?

Answer: This is a rather difficult question to answer on a general basis. Obviously, it would pretty much depend on what particular job a person was applying for, however, our Company does hire a lot of unskilled, entry level people who receive on-the-job training in whatever work they are placed. This kind of applicant, if successful, would meet most of the requirements discussed earlier; would have a steady employment background, or at the very least, would be able to account for all periods in his or her background as being somewhat productive, if not actually involved in an employment situation.

8. What makes for a good or bad employee?

Answer: A good employee will have a good attitude about his job and will have pride in his work. Ideally, he should enjoy what he is doing, or at least enjoy being productive. A poor attitude is bad, not only for the Company's image, but really more importantly for employee morale -- both for the individual and his co-workers.

Other more obvious attributes of a good employee would include reliability, loyalty, diligent performance, etc.

9. What can a person expect to start at, and progress to, and how long?

Answer: Here again, this would depend very much on the position. However, an unskilled worker who comes to work at Hudson can be assured of the Company's firm policy to post many promotional opportunities on our bulletin boards in an attempt to promote from within, Many of our present supervisors and managers began at an entry level position and were promoted.

JOB SPECIFICS FOR OFFICE OCCUPATIONS

Questions and Answers

1. What do you look for in a job application when selecting a person for a job interview:

Specific experience required for the position. i.e. computer terminal, typing speed.

Reason they left their previous employment.

What were types of positions they previously held. i.e. clerk vs secretary.

What types of employer have they worked for, i.e. a small two person office vs a corporation vs a governmental agency.

2. What type of general job specific questions do you ask during an interview?

What did you like most about your last job and what would you have changed if you could have changed something about the job or company?

Can you set priorities when doing job tasks for more than one person? Do you have experience doing work for several individuals at a time? Did you like it? How would you have changed it?

Switchboard and Customer Service - Do you think that being "tied to the desk" will be a problem for you?

Secretary - Do you really LIKE to type? Would you be able to type ALL day long (with breaks of course) and still maintain accuracy? Would you enjoy it?

What was your attendance like on previous jobs? Were you punctual in reporting to work and returning from lunch?

Specific questions regarding the results of any tests we may have administered (typing/transcribing).

3. During the interview, what do you look for to either hire or not hire a person?

Attitude towards work in general and respect for previous employers.

Appearance. Do they look like they belong in an office or on an assembly line?

Are they a complainer?

How will they fit into the existing staff? Who will they be working with? Will they add to a pleasant productive working atmosphere?

Do they take pride in their work?

Can they do the job I need done?

4. What makes for a successful job interview? What should a person do before, during, and after an interview?

Have respect for the interviewer's time. Be on time. If something comes up and you cannot be at the interview when you said you would, CALL before the scheduled interview time.

Dress appropriately.

Be honest about whether you feel you can do the job or not. Or whether you want the job or not. Don't waste the interviewer's time if it becomes evident that the position offered is not for you. We will respect and remember your honesty when something else opens up that may be more what you are looking for.

If you don't want to work, don't even apply. We need workers not people who want to continue to get unemployment;

5. Have you ever hired an ROP student?

Mary Ellen was a retail student. We hired her for data entry but she advanced quickly to Customer Service Rep. I am sure we have hired others without even realizing it.

6. How should a person best prepare for an interview for your business or industry?

I am not sure that for office positions it would be any different than any other office position in a company our size. We have computer people, accounting people, engineers, secretaries, customer service reps and sales reps much like other manufacturers.

If they are applying for a specific position, they should try to make sure they are qualified for the position. A sales rep for a manufacturer is much different than a department store sales clerk or a Tupperware rep.

7. What skills and/or attributes should a person have to work for you?

Job specific skills
Cooperative attitude
Respect for the employer's investment in the company (time and equipment)
Responsibility for their own actions
Honesty
Reliability
Ability to learn new skills
Conscientiousness
Thoroughness
Loyalty
Initiative
Think about what you are doing. Catch inconsistencies.
Common Sense.

8. What makes for a good or bad employee?

ATTITUDE

9. What can a person expect to start at, and progress to, and how long?

It depends on how much the employee is willing to invest in himself. I started in a clerical accounting position and am now the General Office Manager. We have a young man who started as an extrusion operator and was recently promoted to Branch Manager.

I think it is important for the applicant to remember that being hired is a privilege not a right. That there are many others applying for the same job and they are responsible for convincing the interviewer that they can do the job. And if that turns out not to be the case, then be honest enough to admit it.

Once you get a job, you are responsible for doing what you were hired to do to the very best of your ability. If you aren't doing what they pay you to do, why should they continue to pay you.?

JOB SPECIFICS

RESTAURANT OCCUPATIONS

FULL SERVICE RESTAURANT

TO GET AN INTERVIEW

: What time you go to get an application. Be aware of peak times in the restaurant.

: Have own pen.

: Neatly dressed, hair combed, clean, etc.

: Do you have a way of being contacted.

QUESTIONS ASKED DURING THE INTERVIEW

: Reasons for leaving last job.

: Hobbies, what you like to do, etc.

: Why you want to work for this company.

: Questions you want to ask about employer. Have you researched company, or are you just looking for a job.

WHAT AN EMPLOYER LOOKS FOR DURING THE INTERVIEW

: Eye contact.

: Gut reaction about how you present yourself.

: Results of reference checks. Were they honest and truthful.

: How you're dressed.

: Are your needs realistic for the job you're applying for.

: Are you looking for long term employment.

: Health handicaps.

WHAT MAKES FOR A GOOD OR BAD EMPLOYEE

: Attitude and willingness to work.

: Ability to take constructive criticism.

: Willingness to try new tasks, complete your job.

: Flexibility to work various hours, weekends, holidays, nights, etc.

: Like to work with people, providing a service. Outgoing, pleasant, enthusiastic.

: Willing to train for new position, willingness to fill in where ever needed.

: Team worker.

CAREER OPPORTUNITIES

: Unlimited growth potential. Start as a dishwasher, and progress to upper management.

: Majority of management comes from within house.

: Experience not necessary to start, training will be provided as you progress.

: Advancement rate will vary from person to person.

JOB SPECIFICS

RESTAURANT OCCUPATIONS/FAST FOOD

What to do to get the interview.

: Neat in appearance.

: Fill out application completely and neatly. Right information in the right place.

: Ready for possible interview after you have completed the application.

: Employer will look at past employment record for signs of job hopping.

What questions you may encounter during the interview.

: Why they left their last job. What they like best/least.

: Why are they looking for work now.

: What hours you're available to work. In this industry you need to be flexible.

: May be asked for a copy of your report card. This will give the interviewer an idea of what type of employee you will be. (Not always true).

: Why they want to work for this commpany. What can they offer the company.

: If you are involved in sports. Reflects possible conflict with work schedule.

What makes for a good or bad employee.

: No tunnel vision be able to see and recognize a variety of new and different ideas for customer service.

: Initiative to learn new areas of production.

: Wanting to see quality products, and be a quality employee. Loyalty to company.

: Willingness to come in and work when not scheduled. Team employee, ability to work under pressure and in close proximity with other employees.

Career Opportunities

: Usually promote within. Unlimited advancement for company oriented person. Start at minimum wage, but can progress to two digit figures in a short period of time.

JOB SPECIFICS

RESTAURANT OCCUPATIONS/FULL SERVICE RESTAURANT

What do you need to get the interview

: Personal Expression - Competence, enthusiasm, wanting to work.

: Poise - How you carry yourself will tell the employer about how you will work.

: Application - Neatness, clarity, right information in the right areas. Job record will reflect your stability. Have a pen to fill out application. Come prepared.

: Know Hours - Do not ask for an application during a restaurants busy time. Will show that you are not aware of their business, or their needs.

: Personal Appearance - Neat and clean, the first impression is the lasting one.

Some questions to expect in the interview.

: About past employment. Why you left, how long, etc.

: Transportation (illegal) however, employer wants to know if you are going to have problems getting to and from work.

: What is your best and worst subject at school.

: Clear, sharp responses to questions will give the employer an idea of how you will work with people.

: Why do you want to work for this commpany.

General Comments

: A Good employee is one who is willing to work at any job. Will come in to cover when employer is short. On time or even early for your shift. Good employee and customer attitude or relation. Ability to follow simple instructions. The ability to work as a team member. Inter-personal skills a high priority. Being loyal and honest to the company. Must be able to carry own load and share of the work.

: Stability for an older person speaks highly.

Long Term Employment

: Start as busperson, progress to cook, server, assistant manager, manager, etc. Length of time various for each employee. Anywhere

from 6 weeks to 3 months for change in each position. One year to management position.

: Hours are variable as with any type of service occupation. Therefore your availability will reflect your salary.

JOB SPECIFICS

CHILD CARE

What to do to get an interview.

: Dress neatly.

: Bring a resume, reflecting past experience in working with children. Could include girl scouts, babysitting, etc.

: Be prepared for an interview after filling out the application.

: Physical appearance is crucial, first 60 seconds makes or breaks you.

What to expect in the interview.

: Why do you want to work with children.

: What do you feel is your best attribute. Your weakest attribute and why.

: Asked about your criminal background. This is a illegal question in most industries, however, in types of child care facilities the employer can ask for this type of information.

: Asked to describe how they would design a program with a specific theme.

What makes for a good or bad employee.

: Likes children. Can tolerate chaos. Flexible and adaptable to new circumstances as they arise.

: Articulation, and posture to project the right image to parents and general public.

: Hard working, professional approach to child care. Knowledge of growth and development.

: Ability to fill out a variety of forms, along with meeting specific state requirements.

i.e. - Corporate Forms
Fingerprints
T.B. Clearance
Physical
Criminal Record Check
Time Cards
Accident Reports
Transcripts
State Medicine Charts
Lesson Plans
W-2 Forms

Career Path

: Start as teachers aide. Progress to teacher, supervisor, director. Excellent way to go into public teaching. (Requires college training)

: Large corporate child care companies have inside advancement opportunities. Pay is low in beginning until you get into management position.

JOB SPECIFICS

PRINTING/LARGE SHOP
10-? employees

What makes for a good employee

: On time.
: Not abusing breaks, or work hours.
: Ability to read and follow instructions.
: On time for work, giving a full days work for your wages.
: Know basics, i.e. math, writing, reading, communications, etc.

What questions you may encounter in an interview:

: What machines can you operate.
: What did you like about your last job.
: Why did you leave your last job.
: What are your hobbies and outside interests.
: Why are you interested in printing.

Things people look for during the interview.

: Balance between confidence, skills, and communication abilities.
: Honesty, telling the truth about previous employers, yourself, etc.
: Gut reaction from the person who is doing the hiring.
: Casual dress

General Comments

: Substance abuse is the biggest downfall.
: Being willing to learn new technical, and mechanical skills.
: Confidence in your skills, and the ability to work unsupervised.
: Trying too hard at the beginning of a new job makes for mistakes, as opposed to correct production. Speed and production will come with time on the job.
: Don't be afraid to ask questions. The only dumb questions are the ones you don't ask.
: Bad attitudes defeat production, rubs off on other employees.
: Will train for technical skills, as long as the desire to learn is there.
: Usually a 90 day probation period.
: Should be interested in printing, as well as the desire to go on.

Career Advancement

: Same as for small print shop, however, may or may not be as fast or faster. Advancement based on skills as well as seniority. Skills can promote faster than seniority.
: Mechanical skills and ability plays important part in your career advancement.

JOB SPECIFICS

PRINTING/SMALL SHOP
1-10 employees

What makes for a good employee

: Stability.
: Good Communication Skills.
: Good writing skills; clear, neat, legible.
: Dependable, on time, show up every day, etc.
: Ability to get along with co-workers.
: Willingness to learn all areas of printing.

What you may encounter in an interview

: Asked for samples of your work, two color, four color, clean work, art work, set-up, etc.
: Asked to set up and run a press, or other type of printing machine.
: Why do you want to work for this company.
: Should dress accordingly, i.e. not a three piece suit for a press-person's job.

What makes for a good employee

: Dependable.
: Ability to adapt and operate new or different machines.
: Have or acquire multiple skills for a small shop operation.
: Willingness to work overtime to complete a job.
: Ability to understand and apply the operation of one machine to a similar machine.

Career Ladder

: Entry level as a bindary person in a small shop. Doing bindary, cutting, cornering, etc.
: Progress to a helper on a press to a pressperson, to lead pressperson.
: Some plants provide on the job training.
: After initial training and probation of approximately 90 days, and as you progress up the salary scale you can earn double digit wages.

JOB SPECIFICS

MEDICAL OCCUPATIONS

HOW TO GET AN INTERVIEW

: Neat, clean looking application. Completely filled out. References for past employment or from training you may have had.

: When getting an application, should dress for possible interview.

WHAT YOU COULD BE ASKED DURING AN INTERVIEW

: What skills or talents you have that are needed for this industry.

: Could be given a written test to show your knowledge, and understanding of patient care practices.

: What you like least/best about your past jobs.

: Your answers to all the questions. Do they make sense. Are you able to communicate with strangers. Also, your answers will demonstrate or give the employer some idea of your skill level.

: What shifts you can work. All types of various hours in this industry.

: Ability to sell yourself.

: Experiences, and how you have grown from them.

WHAT MAKES FOR A GOOD OR BAD EMPLOYEE

: Showing up on time for your shift.

: Professional attitude in working with patients.

: Do not make excuses for not doing your work.

: Common sense and ability to work under pressure.

: Applying your skills effectively, efficiently, and professionally.

: Presentable to the public, confidence in yourself.

GENERAL COMMENTS

: Good employment potential. Can progress from an aide to R.N. Hours can vary, however, if skills and desires are there, then full time employment is realistic. Gut reaction plays a big part in the hiring process. Usually a very indepth prescreening done prior to hiring.

: Should have some form of training, or listening.

JOB SPECIFICS

MEDICAL OCCUPATIONS/HOSPITAL OR LARGE CARE FACILITY

To get an interview

: Need to be neat in appearance.
: Fill out application neatly, and completely.
: Background experience is not necessary if you have completed a formal training program such as ROP.
: Bring a pen to fill out application. Be prepared to have a possible interview after you have completed the application.
: Do not bring a friend with you when you are looking for work.

What you might be asked during the interview

: About your background, this gives the interviewer some insight into your abilities, interests, etc.
: Past employment, reasons for leaving, what you like best/least about your past employment.
: References will probably be checked by somebody else while you are being interviewed.
: Looking for assertiveness, confidence, poise, interpersonnal skills, practical knowledge.
: Your ability to work various shifts, reaction to having to work on holidays, weekends, nights, etc.

What makes for a good or bad employee

: Reliable and on time for their shift.
: Interested in working with people.
: Willingness to learn new things. Does not fight new changes or techniques as they are implemented.
: Does not make excuses for not doing their work. If you're not sure of the procedure, then ask to be shown.
: Not afraid to communicate and express concerns about their job.
: Conscientious, loyal to company.
: Able to take criticism, both constructive, and corrective.

General Comments

: For industry basic communication skills, along with basic skills (Math, reading, wrriting, etc.) are required.
: Just because you fill out an application, company is not obligated to hire.
: Do not chew gum during the interview.
: If you have good practical skills, you need not boast during the interview. The employer will find these fast enough.
: Gut reaction is a primary factor in hiring, how you come across will determine if you're hired or not.
: Be interested and enthusiastic about yourself, your work, and your career.
: Do not expect to have an interview as soon as you fill out the application. Depending upon the time you are there, will determine if you will receive an interview or not.

: Resume will be beneficial for person who is doing the interviewing and prescreening of applicants.

Career Path

: Start as a nurses aide, progress to L.V.N. with further training, to a Registered Nurse. The careers in health care are unlimited. Overall continual growth in all areas of health care. A person who is people oriented will be very successful.

: Begin at minimal wage, and depending on individual and effort expended will determine earning power. Advancement in small and large facilities is up to each individual.

JOB DESCRIPTION

NURSING ASSISTANT

The nursing assistant shall be certified by the State of California or shall be enrolled in an approved training program. You are hired by and directly responsible to the Director of Nursing.

JOB SUMMARY:

The nursing assistant is directly involved with the day to day nursing care of the patient. Must have knowledge and ability to provide routine bedside care, and be able to establish effective relationships with patients and co-workers.

RESPONSIBILITIES:

PROVIDE A SUITABLE ENVIRONMENT FOR PATIENTS BY GIVING ATTENTION TO CLEANLINESS, VENTILATION, LIGHTING AND FURNITURE ARRANGEMENTS. ASSIST PATIENTS TO ENSURE THEIR CLEANLINESS, GROOMING, NOURISHMENT, REST, ACTIVITY AND ELIMINATION IN A MANNER CONDUCIVE TO THE PATIENT°S COMFORT AND SAFETY. PRESERVE THE DIGNITY AND SELF-RESPECT OF ALL PATIENTS AT ALL TIMES. PRACTICES CONFIDENTIALITY ABOUT THE PATIENT AND NURSING CARE ACTIVITIES. PROMOTES RESTORATIVE NURSING CARE AS DIRECTED AND INSTRUCTED FOR INDIVIDUAL PATIENTS. KEEPS ALERT TO THE PATIENT'S CONDITION AND REPORTS CHANGES IN THEIR ATTITUDE, APPEARANCE, BEHAVIOR, AND PHYSICAL ABILITY TO THE CHARGE NURSE. PERFORMS SELECTED NURSING PROCEDURES WHICH DO NOT REQUIRE PROFESSIONAL EVALUATION AS ASSIGNED AND INSTRUCTED BY THE CHARGE NURSE. PRACTICES CONSERVATION OF EQUIPMENT AND SUPPLIES, KEEPING THEM CLEAN AND READY FOR USE. REPORT ANY EQUIPMENT AND SUPPLY NEEDS TO THE CHARGE NURSE. PRACTICES FIRST AIDE MEASURES AS APPLICABLE AND AS INSTRUCTED BY THE CHARGE NURSE. ANSWERS CALL SIGNALS PROMPTLY. TRANSPORTS PATIENTS AS NEEDED THROUGHOUT THE FACILITY. ASSISTS PATIENTS IN THEIR RECREATIONAL AND SOCIAL ACTIVITIES AS NEEDED. RECOGNIZES AND RESPECTS THE INDIVIDUAL EMOTIONAL, SOCIAL AND CULTURAL NEEDS OF PATIENTS, INCLUDING THEIR RELIGIOUS BELIEFS. ATTENDS ORIENTATION AND INSERVICE TRAINING MEETINGS. KEEP WRITTEN NOTES OF SPECIFIC ASSIGNMENTS AND RECORDS PERTINENT INFORMATION ABOUT THE PATIENTS. PERFORMS OTHER DUTIES ASSIGNED.

I have read and understand my job description.

DATE _____ SIGNATURE _____

DUTIES OF THE DAY ASSISTANTS

1. Shift starts at 7:00 a.m. and ends at 3:00 p.m.

2. Receive your assignment and check all patients and report to nurse if patients are not clean and dry.

3. Assist patients to dining room and serve meals.

4. Serve breakfast trays. After patient has tray, put tray card in container on the cart.
   A. Feed the patients when necessary.
   B. Pick up trays if cart has gone, return trays to kitchen. Do not leave trays in room.
   C. Clean off tray tables.

5. A.M. Care:
   A. Answer call bells promptly.
   B. Every patient is to have one or two tub baths or showers weekly as scheduled.
   C. All patients are to have a shampoo once a week.
   D. Patients not having tub baths, or showers are to have <u>complete</u> sponge bath as indicated.
   E. Bed patients must be taken care of before ambulatory patients.
   F. Special attention is to be given to dentures daily.
   G. Patients are to be showered as needed.
   H. The bed is also a part of the unit and should be kept clean and free of dust.
   I. Change only the linen that is soiled, use top sheet for the bottom if possible.
   J. The bedside unit is to be kept clean and orderly.

6. All patients, unless otherwise ordered by the doctor, are to be out of bed daily.
   A. Patients are to be dressed, hair combed and up in a chair. Depending on the length of time the patient is up in chair, each patient is to be repositioned the minimum of every (2) hours.

7. All bed patients are to be clean and dry at all times.
   A. If patient is incontinent at each change, the patient is to be washed with soap and water, and dried thoroughly.
   B. Linen that is soiled with feces is to be washed in hopper in utility room before putting in the laundry hamper. Do not leave incontinent linen in the bath or utility rooms.

8. Patients unable to turn themselves should be turned every (2) two hours and encouraged to drink water or juice.

9. <u>NO ONE SHOULD LIFT A PATIENT ALONE.</u>
   A. <u>ALWAYS</u> ASK FOR HELP AND LIKEWISE BE WILLING TO HELP OTHERS.

10. At 11:00 a.m. start preparing for noon meal. (Same procedure for breakfast)
    A. Always report to the nurse anything unusual about your patients eating habits.

11. At 2:00 p.m. give report to the nurse in charge.
    A. Report on the condition of your assigned patients.
    B. Include in your report all special care given such as back care, exercise, etc.

12. The utility rooms, linen closets, showers, tubs and all areas are to be cleaned daily according to assignments and left clean for the next shift.

13. Be willing and able to help in sections other than your own whenever needed.

14. Each aide is to admit new patients assigned to her group immediately.

15. Be sure that every patient has a glass and fresh water where they can conveniently reach it.

16. All special equipment must be cleaned and put in proper place by person using it.

17. A ten minute coffee break is permitted during the morning and afternoon. A thirty minute lunch break is permitted at noon. Report to your charge nurse when you leave and when you return from breaks. Do not stay longer than your allotted time.

18. Never leave patients unattended in bathrooms, or toilets that are unable to help themselves. Make sure that the call bell is always in their reach.

19. Follow bowel and bladder and turning procedures thoroughly and faithfully.

20. Bed pans and urinals are to be washed thoroughly after each use.

21. Collect your Intake and Output sheets and turn them in to your Charge Nurse.

22. Do all special duties assigned by your Charge Nurse.

23. Chart your observations, diets, activities, treatments and patients mood on all your assigned patients. Report all incidents to Charge Nurse.

24. Know the contents of the fire and safety manual, nursing care policies and procedures, and emergency procedures.

I have read and agree to duties as written:

DATE_____ SIGNATURE_____

EMPLOYEE DRESS CODE FOR CYPRESS GARDENS CONVALESCENT HOSPITAL

1. Uniform clean and pressed if needed. (No wrinkles.)
2. Shoes polished and shoestrings clean.
3. No hoop earrings - small studs only.
4. All shoulder length hair must be pulled back or pinned up. And let us not forget to keep it clean.
5. Any color of uniform top. You must wear uniform white pants.
6. Flesh colored stockings or white socks only.
7. No gum chewing.
8. Make-up to a minimum (daytime use.)
9. Name tag is part of the uniform.
10. Deodorant is strongly recommended.
11. Fingernails clean and trimmed.

DATE_____ (SIGNED)_____

ANYONE CALLING IN OVER THE WEEKEND WILL FORFEIT THEIR NEXT TWO WEEKENDS OFF.

_____

INCIDENT REPORTS HAVE BEEN EXPLAINED TO ME AND I UNDERSTAND THAT I MUST MAKE AN INCIDENT REPORT NO MATTER HOW LARGE OR SMALL THE INCIDENT.

DATE_____ (SIGNED)_____

SPECIFIC SKILLS & INTERVIEW QUESTIONS RELATING TO YOUR VOCATIONAL TRAINING PROGRAM

SPECIAL SKILLS REQUIRED

Positive Attitude, Ability to Communicate, Sales Ability, Ten Key Adding Machine, Some Typing Helpful, Dependability, Initiative, and Math Skills

INTERVIEW QUESTIONS

Speculative Questions

The interviewer creates hypothetical, job-typical problems and situations and asks the applicant how she/he would handle the situation. Ex: What would you do if you had an irate customer? Such questions can provide specific examples of the types of decisions the person will have to make in the position and often reveal information useful for selecting the best possible candidate for the job.

QUESTIONS SHOULD FOCUS ON THE FOLLOWING FOUR CATEGORIES:

WORK EXPERIENCE which covers job skills, volunteer work, and job-related extra-curricular activities as well as job history.

EDUCATION which includes on-job training, self study, workshops, and certificates, together with formal education--know where trade-offs and substitutions exist between experience and education.

CAREER INTEREST which can serve as an indication of the candidate°s enthusiasm about the job and its duties and his/her willingness to work--keep in mind that people function better in jobs that satisfy their real interests.

OTHER OBSERVATIONS/IN DEPTH ANALYSIS which can include such job-related factors as the depth of knowledge the candidate possesses about the job duties, the extent of his/her analytic/organizational abilities, communication skills, work relationships and conditions.

EXAMPLES

EDUCATION AND EXPERIENCE

!. What in your background do you feel relates to this job?

1. What in your education or training has prepared you to perform (Major job duty)?

3. Describe your most satisfying/dissatisfying assignments. Why were they so?

JOB INTERESTS

1. (Job Duty) will be a major part of your job. Do you enjoy doing this? Do you want to do this?

2. What job duties do you feel most comfortable with? Uncomfortable with?

3. Have you given any thought to career goals and how this position will fit in?

WORK RELATIONSHIPS/CONDITIONS (OTHER OBSERVATIONS)

1. Do you prefer working alone? As a part of a team? Why?

2. Have you ever worked for more than one person before? How did you feel about it?

3. What type of supervision or guidance would you feel you need to complete a (Job Typical) project?

OTHER OBSERVATIONS/IN DEPTH ANALYSIS

1. Were you ever given any special assignments by your boss? If so how did you handle them?

2. Describe your strengths, weaknesses, and areas of needed development as they relate to (Job or Particular Job Duty)?

3. What reservations, if any, do you have about the position?

IN-DEPTH ANALYSIS QUESTIONS MAY BEGIN WITH:

1. Describe how you accomplished.....?

2. How would you go about (JOB RELATED PROBLEM)?

3. What steps would you take.....?

4. How would you organize.....?

JOB SPECIFICS

RETAIL MERCHANDISING

What employers look for on an application

: Stability, are you just job hopping or are you looking for a steady job or career.
: Wages, realistic for this industry.
: Hours available to work.
: Criminal record, answering to this will not eliminate you from getting a job. Depending on what the crime was.
: Complete, neat, typed if possible. Do dates of past employment flow together. Reasons for leaving last job.
: Do you come prepared for an interview. That is, dressed neatly, and appropriately. Come by yourself.
: Observation prior to interview. When you go to get the application are you ready to work. First impressions are really important.

What you might be asked in an interview

: Where do you want to be in four or five years.
: How do you see yourself getting ahead if hired by company.
: Do you want to work, not just get a paycheck.
: What can you offer the company.
: Are you willing to work weekends, nights.
: How good are your math skills, writing skills.

What employers look for during the interview to hire or not

: Personality, ability to sell yourself. If you cannot sell yourself then how will you be able to sell to customers.
: Grooming, neat and clean, will you fit into the employers surroundings.
: Asking questions about company. What will you be doing, how do you handle a customer complaint, etc.
: Perception about what retail sales involves.
: Ambitious in getting ahead.
: Have you prepared yourself for the interview prior to the interview. That is have you rehearsed possible answers to questions you might encounter in the interview.
: Reasons for leaving last employer, are they valid or are there common patterns of not getting along or not liking the job you're doing.

What makes for a good or bad employee

: On time for your work shift.
: Follows company policy in work hours, schedules, and in dealing with customer complaints.
: Above average personality, service industry such as retail is a hard one to work in.
: Perception of surrounding area, does stocking need to be done.
: Loyalty to company.

: Need to be diplomatic in dealing with customers.

General Comments

: Reasons for termination are usual shoplifting, lying on the application. Depending on the store or company, most will do background checks. Even if you're an outstanding employee, you will still be terminated.
: Usually will work with you for scheduling purposes.
: Retail experience not required, as long as you have the desire to learn, and contribute to the employer.
: Irresponsible behavior such as not showing up for work or calling in will be a good cause for termination of employment. Also, the way you work on the floor. Because of constant contact with public, need to be professional and courteous.
: Need to be flexiable in hours you can work.

Career Opportunities

: Start as a sales associate, progress to lead sales person in about six months. From lead person to Assistant Manager. About six months more. Then to a Department Manager. (6 months more) From Manager to a Divisional Manager to General Manager, etc.

: Usually promote from within, Depending on individual will determine the length of time to move up. Once you reach the management level, you would be required to have some college education.

JOB SPECIFICS

RETAIL MERCHANDISING

What you need to do to get an interview

: Complete application form neatly, legibly, and supply the right information asked for.
: Dress neatly for a possible interview that may occur after you filled out the application form.
: Look for work by yourself. (Do not bring a friend or your mother to fill out the application.)
: Do not chew gum or smoke.

Some pointers and what questions to expect in an interview

: Observe appropriate body language.
: Initial interview - casual.
: Why you want to work for a company.
: Your school background.
: What the job entails.
: Your hobbies and interests.
: Previous employment.
: Job relations of prior employment.
: Understanding of rules and how they apply.
: Reason for leaving previous employment.
: Favorite teacher, least favorite, and why.

General Comments

: A person who is too committed to outside activities is not a good candidate for employment.

: Employer will be looking for one who can be productive and one who knows what is required of the position.

: The only dumb question is the one not asked.

Long Term Employment

: For large chains there is usually unlimited advancement depending on your initiative - from salesperson to assistant manager to manager to area manager, etc.

JOB SPECIFICS

MANUFACTURING/ASSEMBLY PRODUCTION

What to do to get an interview

: Fill out application neatly, completely, no spelling errors. Answer questions on the right line.
: Job experience, reasons for leaving, job hopping.
: Educational background.

Questions asked during the interview

: Career goals, hobbies, interest, etc.
: Responses to this type of question gives the interviewer a good idea if you want to work or if you just want a job.
: About your job experience-reasons for leaving, why you want to work for this company, etc.
: What your grades were like in school. What subject you liked least/best.
: For an interview dress, according to the type of job applying for. Overdress will not get you the job.
: Not filing out the application. Could reflect the way in which you would work.

What makes for a good/bad employee

: On time for their shift. Dependable, team worker, company loyalty, etc.
: Willingness to learn new production skills. Ability to adapt to new production schedules or changes.
: Average intelligence, ability to read, follow instructions. Basic math skills, and communication skills.

General Comments

: Having an idealistic attitude towards work. Giving an honest days work for a days pay. Realistic idea of what you want to do. Is this just a job or a avenue to attaining your career goal. If just a job, then be productive when working.
: Bad employees are ones with attitude problems. Laziness, unproductive, not meeting quotas, etc. Not a team player, in other words others have to carry your load.
: Integrity means a lot.

Career Goal

: Depending on the type of manufacturing company, unlimited advancement. If you apply yourself, and are willing to learn and work extra, promotion is usually within.
: Freedom to attain goals is possible because of employment setting. Variety of areas to pursue.
: Opportunity to upgrade skills is ever present. The attitude of wanting to learn new techniques and skills will advance a person faster than a person who just collects a paycheck.

JOB SPECIFICS

HOSPITALITY INDUSTRY

What you need to do to get an interview

: Complete application neatly, completely, with all information in the right places.
: Come prepared with a pen, proper dress for a possible interview. Dress professionally, that is; for the job you want, do not apply in shorts, t-shirts, etc.
: Just because you fill out an application, does not mean you will get an interview, or even a job.
: Make sure employer has a way of contacting you, either your own phone number, or a reliable message number.
: This industry will check your references because of contact with guests, money, etc.
: Job stability. Job hopping looks bad. Makes you a bad risk for employer to hire and train for just to have you leave.

General questions asked during the interview

: Have you had experience handling cash?
: Have you ever worked in a service industry?
: What did you like least, best about your last job?
: What was your best, worst subject in school and why?
: Why do you want to work for this company, and what do you want to be doing in five years?
: Can you be bonded?
: What have you to offer the employer?

What the employer looks for during the interview.

: How you will fit into a particular department.
: Attitude during the interview-do you smile, have poise, confidence ability to meet and work with the public?
: Are you willing to learn new ideas, concepts, and are you willing to be flexible in the hours you can work?
: Do not dwell on past negative experiences. Be concise as possible in relating your downfalls. Use your strengths and positive experiences to sell yourself.
: When given the opportunity to ask questions, do you ask sensible questions relating to the potential job? This shows you have done some research. Or do you ask no questions at all?
: Look presentable, neat, clean, hair combed, etc.
: If you have a scheduled interview time, arrive 10 to 15 minutes early. However, if you're going to be late call and inform employer why, and when you expect to be there, etc.

What makes for a successful job interview

: Be on time.
: Attitude, and poise.
: Practice or rehearse possible answers to questions you could be

asked during the interview.
: Selling yourself as the best possible candidate for the job.
: Ask for a time to check back for status of position.

Skills or attributes to work for an employer

: Having initiative, willing to go the extra mile, etc.
: Basic skills-math, reading, writing, etc.
: Ability to follow directions.
: Able to get along with the public. Because of the constant contact with the public, must be able to present a friendly attitude towards those you come in contact with.

What makes for a good of bad employee

: Not following directions, not following company policies.
: Takes pride in their work, on time, and completed on task.
: Ready to work when shift begins, doesn't abuse breaks, or lunch periods.
: Willingness to work on days off if needed.
: Personal initiative, to do extra whenever possible.
: Team worker or player, works for the same goals as everyone else.
: Enthusiastic about work and job. Team spirit, takes on additional responsibility when asked to do so.

Employment or career opportunities

: Start as a room attendant, laundry attendant, houseman, banquet houseman, dishwasher, cooks helper, etc.
: Progression depends upon persons ability, and willingness to succeed. Most people can continue into a career in management, etc. Length of time varies, depending on individual.

General Comments

: Initial impression in the first two minutes makes or breaks you during the interview.

: To get an interview, it behooves the person submitting application to make best impression possible to person who takes the application.

TRANSPARENCY MASTERS

UNDESIRABLE ATTITUDES

Sarcasm

Indifference

Tardiness

Laziness

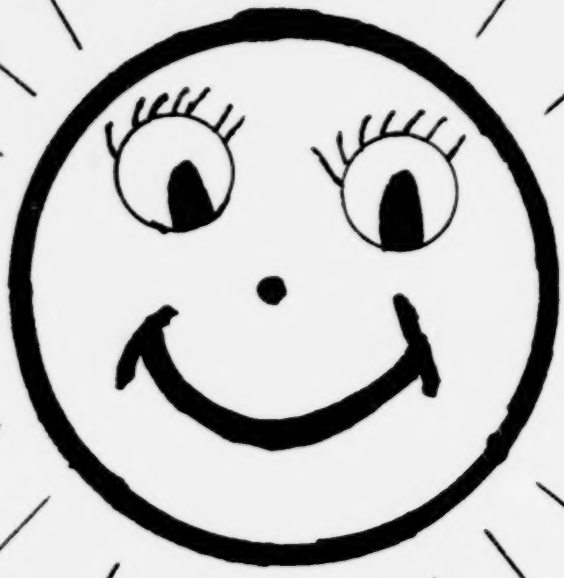
Dishonesty

Jealousy

Selfishness

Transparency 1

POSITIVE ATTITUDES BRING



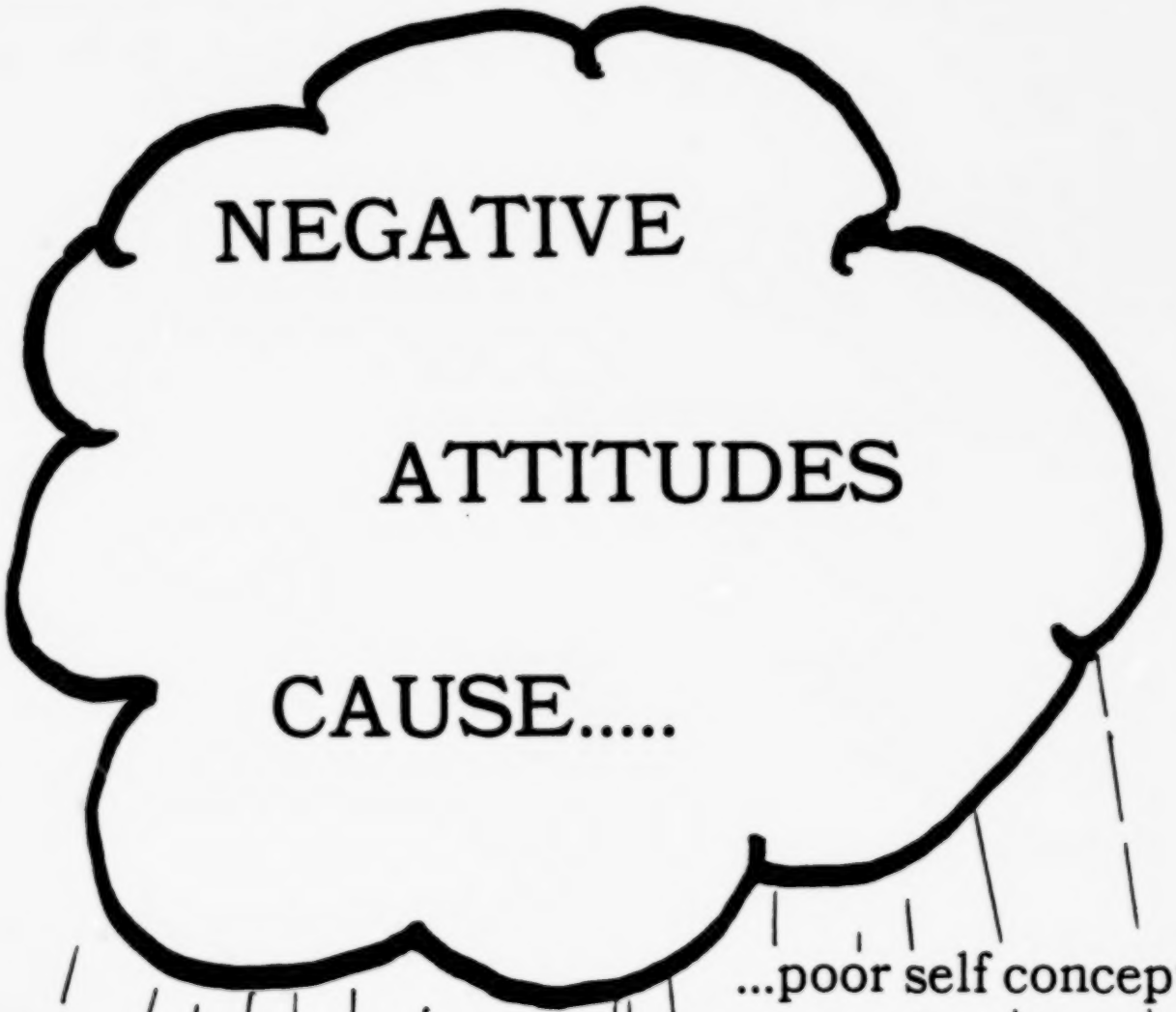
...Better Interpersonnal Job Relationships...

...Better Job Performance...

...Improved Self-Concept...

...Increased Job Success...

Transparency 2



...poor self concept..

...low self esteem...

...bad job attitude...

...greater probability of failure...

...unproductive job performance...

...bad on the job interpersonnal relations...

VALUES AND WORKING INTERTEST ASSESSMENT

OPPOSITE TYPES OF WORKING CONDITIONS

1. indoor work	outdoor work
2. physical work	non-physical work
3. public ccontact	no public contact
4. routine work	new challenges daily
5. close supervision	working independently
6. use social skills	use technical skills
7. work with others	work alone
8. varied days / hours	set schedule
9. stable posistion	upward mobility
10. structured workload	unstructured workload
11. small company	large company
12. work with people	work with machines
13. day shift	swing or night shift
14. wear uniform	wear own clothes
15. good pay, no benefits	low pay, with benefits
16. changing work duties	routine work duties
17. paid per hour	pay by performance
18. one work site	changing work sites
19. service-oriented	product oriented
20. repetitive tasks	non-repetitive tasks

Transparency 4

JOB MARKET RESOURCES LIST

- LOCAL NEWSPAPERS
- YELLOW PAGES
- COLLEGE AND CITY LIBRARIES - Business Sections
- CHAMBER OF COMMERCE - Data on Specific Organizations
- COLLEGE AND UNIVERSITY PLACEMENT OFFICES - Information on Local Employers
- BETTER BUSINESS BUREAU - Reports on Organizations
- ASSOCIATIONS - Call for Literature from Industry Specific Associations (See Encyclopedia of Associations, Vol 1, National Organizations, Gale Research Company)
- TRADE MAGAZINE AND TRADE JOURNALS
- ANNUAL REPORTS - COMPANY / COLLEGE / ASSOCIATION / AGENCY (Can be obtained from Chamber of Commerce, Library or directly from the companies, etc.)
- DIRECTORIES - (i.e., specific directories of local businesses, Fortune's Plan and Product Directory, Directory of Corporate Affiliations put out by National Register Publishing Co., Inc., etc.)
- CONTACTS INFLUENTIAL
- CAREER OPPORTUNITY INDEX
- MOODY'S INDUSTRIAL MANUAL (and other manuals)
- EMPLOYMENT SERVICE PROVIDERS (Job Developer)
- EMPLOYMENT DEVELOPMENT DEPARTMENT

INFORMATION TO GATHER FROM THESE RESOURCES:

- Names of Organizations
- Products, Services Provided by the Organizations
- Key People in the Organizations
- Career Opportunities in the Company / Industry

Using the Telephone

When using the telephone to follow up a job lead, be sure to:

1. Speak clearly and loudly enough to be understood. Develop a friendly speaking voice. Use good grammar.

2. Always identify yourself first thing in the conversation. Give your name: "Hello. I'm Carla Ray Rogers. I have heard that you have a job opening and I am interested in applying."

3. Ask to speak to the person in charge of hiring — or the person a want ad may have directed you to contact.

4. State the purpose of your call. Name the specific job opening if you know it.

5. Find out if they have filled the job opening.

6. Ask for an appointment for an early interview.

7. Be sure you understand the information about the job and interview date.

8. If you don't already know it, get and use the name of the person to whom you are talking. This will help you remember it because you may need to call him/her again.

9. Say "Thank you" before you say "Good bye."

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TELEPHONE EMPLOYER CONTACT

NINE STEP PROCEDURE:

1. Introduce themselves

2. Ask for name of department head

3. Address the department head by name and introduce themselves

4. State qualifications

5. Ask for interview

6. If he or she says no, ask for interview just in case opening occurs later

7. If still no, ask for other job leads

8. Ask permission to use his or her name for leads

9. Ask for time to call back in case an opening occurs

IN-PERSON EMPLOYER CONTACT

Follow steps 1-9 listed above.

If the person is not allowed to see the department head, proceed with the following steps:

- Request the person's business card
- Leave completed application and/or resume
- Ask the receptionist his/her name
- Ask him/her for a good time to call the department head
- Request any literature on the company
- FOLLOW-UP WITH A TELEPHONE CALL OR PASS INFORMATION ON TO JOB DEVELOPER, INSTRUCTOR OR EMPLOYMENT COUNSELOR!

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RESUME SAMPLES

RESUME USES:

* As an advertisement of yourself.

* As a summary of your skills and experience.

* As a guide for the employer in the interview.

RESUME WRITING HINTS:

1. Don't put any personal information in the resume unless it relates to the job.

2. Be clear about your skills and job goal.

3. Use strong, positive words.

4. Don't be modest. You must "sell" your good points to the employer.

5. Type the resume carefully. Make sure all the spelling errors are corrected. Get a friend to go over it with you.

6. Your resume should be neat, clean, and organized. It is an introduction to you as a person.

7. Make sure you have good references from people who know your work experience.

   * Do not use relatives for references.

   * Be sure to ask people if you may use them as references before you do so.

8. Always take extra copies of your resume to a job interview. Carry them in a folder to keep them neat and clean.

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EMPLOYMENT APPLICATIONS FORMS

Tips for job seekers
when filling out employment applications forms

1. Look the employer's application over carefully. Read everything on the form and follow instructions.
2. Answer all questions. If not applicable, enter dash or "NA".
3. Be sure to enter first and last name in the order requested.
4. Make sure that you enter a telephone number. If you have no telephone, arrange to get a number where a message can be left. Make sure that the person who gave you the number knows that he may receive calls for you. Be sure to enter "M" or write "message" by the phone number.
5. Double check street addresses, telephone numbers and social security numbers to make certain they are correct.
6. Fill out the application in ink, or in type.
7. Print if your handwriting is bad.
8. Take your social security card and driver's license.
9. Know names and addresses of previous employers.
10. Know what position you held on each job, and dates and salaries.
11. Know what schools you attended, locations and dates.
12. Know the names, addresses, and telephone numbers of at least three personal references besides former employers.
13. Know dates of military services (if applicable).
14. Don't be careless, be careful. Your application is the first impression you make on the employer. You will be showing the employer your ability to think and follow instructions.
15. Don't hedge on questions regarding education, etc. Give the exact facts. Put it on the line. Be frank and honest if these questions are asked.
16. Bring two pens (with the same color ink) that you are comfortable writing with. This helps ensure a neat job.

THE EMPLOYMENT APPLICATION

1. Create a master application.

2. Check it over.

3. Be aware of the fine print.

4. Complete form from master application.

5. Avoid most common mistakes:

   - Completing in pencil
   - Stating under employment position desired "open"
   - Stating an unrealistic amount under "salary desired"
   - Inadequate information on the former employment section
   - Failure to sign the application
   - Making errors or omissions
   - Completing the form in a hasty manner (messy)

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DURING YOUR INTERVIEW

- ☐ Don't smoke. Even if you are offered a cigarette. Chewing gum is also a no-no.
- ☐ Don't wear dark glasses. The interviewer wants to <u>see</u> you.
- ☐ Don't wear heavy make-up; try to avoid the "death mask" look.
- ☐ Don't take notes during the interview. This can be distracting and may annoy the interviewer. If you want to jot down some notes, wait until the interview is over, but write them down while they are fresh in your head. The interview log is ideal for this.
- ☐ Don't speak negatively of past employers or associates. It is a bad reflection on you and might make the interviewer think that you are not a loyal employee.
- ☐ Try not to mention your personal problems. The employer wants to know what you can <u>offer</u> the company, not your life story!
- ☐ Avoid talking too much during the interview - nervous chatter only shows that you really have nothing relevant to say, and it will only irritate the interviewer.
- ☐ Don't repeat yourself. You should come into the interview with an <u>assortment</u> of things to say about yourself and the job.
- ☐ Don't prolong the interview or attempt to get a positive commitment from the employer. They usually don't decide then and there anyway, and they <u>don't</u> like to feel rushed, especially by the applicant.

Interviewing for the Job

The interview is the most important part of your job search. It is during the interview that you meet face-to-face with the employer and it is his/her first chance to form an impression of you.

The purpose of the interview is for the employer to learn about you, your qualifications and experience and decide if you would best fill the job available. This is also the time for you to learn about the company, the job opening, the duties of the job and what would be expected of you.

The interview may occur immediately after you have filled out an application or the employer may schedule the interview a few days after he/she has seen your application. You should be prepared to be interviewed when you go to fill out an application.

Remember these tips for a successful interview:

1. Get a good night's rest before the interview. You will want to look rested and be alert.
2. Have your personal fact sheet (resume) ready to take with you.
3. Try to learn something about the company. Be sure you know the location of the interview and the name of the person who will be interviewing you, if possible.
4. Take a pen and pad with you to write down any job information or directions you may be given.
5. Plan on getting to the interview about 10 minutes early.
6. Be prepared about what you are going to say. Be ready to tell about your schooling, experience, training, etc.
7. Be well groomed — be clean and neat.
8. Be dressed appropriately for the job.
9. Go to the interview alone.
10. Be pleasant and courteous when you arrive in the office. If asked to wait, do so quietly and patiently.
11. When you enter the interviewer's office, greet him/her with a smile and say his/her name. Shake hands if the interviewer extends his/her hand. If asked, be seated.
12. Use good posture — don't slouch in your chair.
13. Don't chew gum or smoke — even if the interviewer says you may.
14. Avoid any annoying mannerisms you may have.

15. Don't fidget in your chair or wring your hands. The interviewer will expect you to be a little nervous so try to relax.

16. Have a positive attitude — talk about the things you **can** do.

17. Act interested in what is being said.

18. Be courteous and pleasant — smile frequently.

19. Look the interviewer squarely in the eye.

20. Respond to each question asked — be sure to speak loudly enough to be heard. Don't just answer a question with a "yes" or "no" but give additional information.

21. Be prepared to answer the following questions:
    - What type job do you want?
    - What experience do you have?
    - Where are you working now? What are your duties?
    - Why do you want to leave your present job?
    - What hours could you work?
    - Why do you want to work for this company?
    - How well do you get along with other people?

22. Before you leave the interview, be sure **you** know the answers to these questions:
    - What are the duties of this job?
    - What is the pay?
    - What are the working hours?
    - Who will be my supervisor?
    - What are the fringe benefits?
    - What are the chances for advancement?
    - Is this a temporary or permanent job?

23. When you sense that the interview is over, thank the interviewer for his/her time and the opportunity to interview for the job. Ask if you will be called when a decision is made, then leave the interview. Be sure to smile often!

JOB INTERVIEWING

a) Introduction

- structured

- unstructured

b) Personal Traits

Discuss with the students personal traits that an employer seeks in an applicant. In addition to the skills they have acquired through training, the students must be prepared to convince an employer of the following:

- They are enthusiastic
- They are motivated
- They are dependable
- They are able to work well with others
- They are conscientious
- They are responsible
- They can make the employer a profit

Tips:

When presenting one's personal attributes, speak in terms of "action words" rather than adjectives.

Example: "I am dependable."
vs.
"I will be here on time everyday."

When describing skills, quantify and qualify one's abilities. (Performance objectives of training)

Example: "I can type well."
vs.
"I can type 3 letters (invoices) per hour."

c) Difficult Interview Questions

- Tell me about yourself.
- What are your strengths and weaknesses?
- Tell me about your past jobs.
- Why/how did you get into this field?
- Do you have any questions for me?
- How are you qualified for this job?
- What did you learn in training?
- Where do you see yourself in five years?
- Why should I hire you?
- Why do you want to work here?

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d) Teach the Students How to Turn Negatives into Positives

- Scattered work history
- Ex-offender
- No work experience in the field
- Limited English speaking
- Been unemployed for long period of time
- Over-qualified
- Too young, too old
- Physically disabled
- Has been terminated in past jobs
- Non-traditional roles

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Will You Be Prepared For Your Interview

STUDENT PREPARATION FOR TRANSITION FROM CLASSROOM TO WORKSITE

EMPLOYER EXPECTATIONS

What are the expectations of the typical employer in your vocational area in relation to the topics listed above? Are they different from your expectations as an instructor? How can the students acquire employment-related behavior during training?

- Work standards (How do they vary among employers?)
- Hours (Typical hours)
- Demeanor (out-going, reserved)
- Dress, Hygiene
- Etiquette, Social Protocol
- Attendance Habits and Standards
- Work relationships
- Other (industry specific)

Ideas:

- Employer Input in Curriculum
- Work Experience (Volunteer)
- Job Shadowing
- Speakers in Class
- Field Trips

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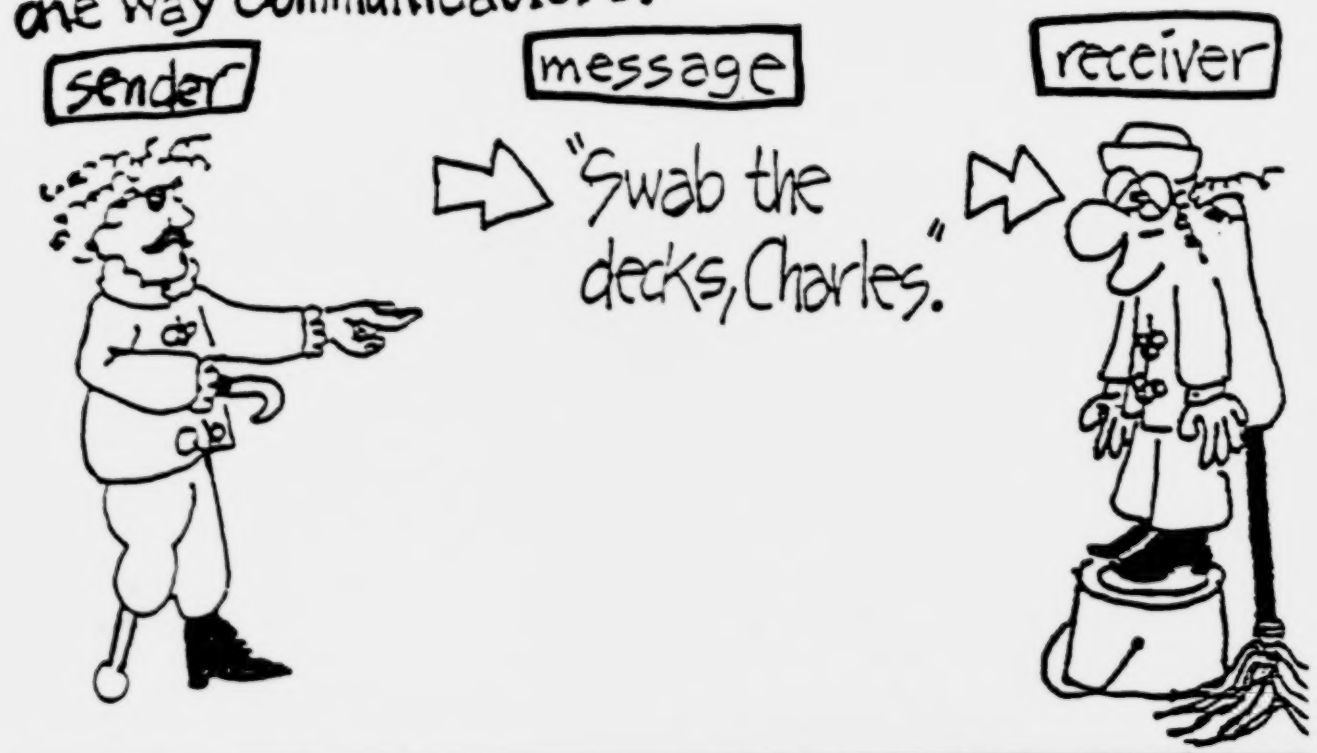
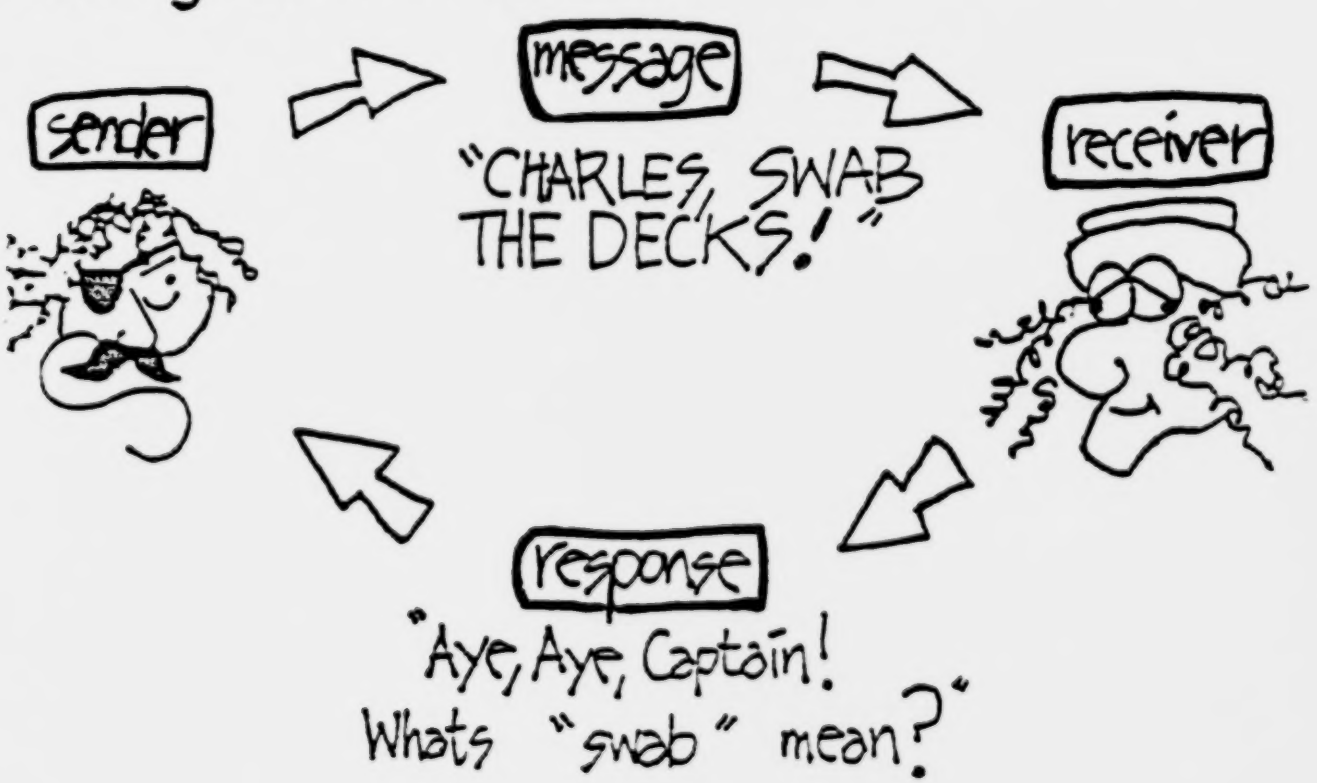
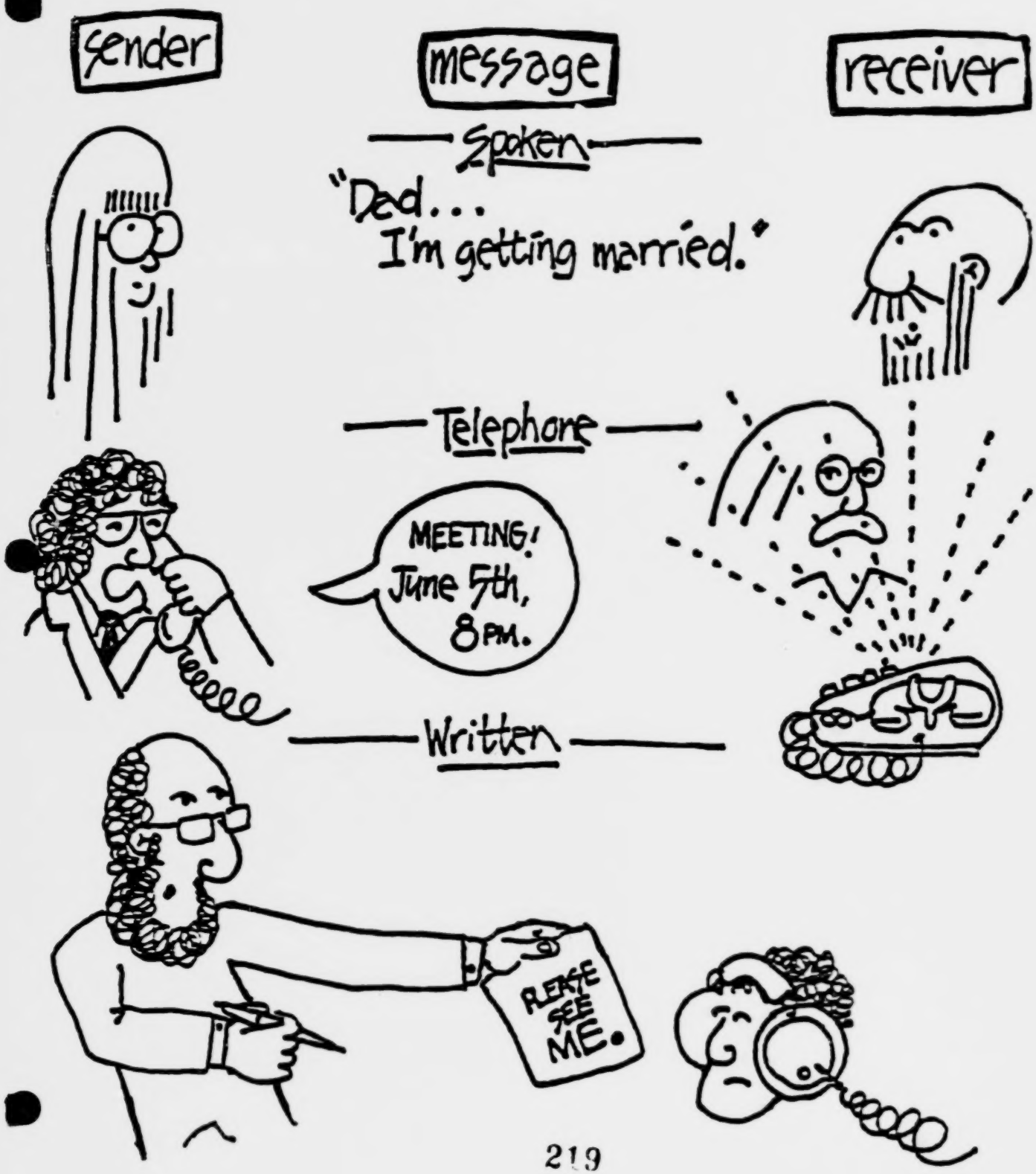

one Way Communication:
sender
message
receiver
"Swab the decks, Charles."


Two Way Communication:
message
sender
receiver
"CHARLES, SWAB THE DECKS!"
response
"Aye, Aye, Captain! Whats "swab" mean?"

— Elements of Communication —



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